

Adelaide Primary School

Walker Street, Hull, HU3 2RA

Inspection dates 4–5 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Outstanding	1
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.

- Teaching and learning are consistently good. As a result most pupils make good progress in reading, writing and mathematics from often significantly below-average starting points.
- Leaders leave no stone unturned to ensure that the very diverse school population is treated equally and that there is a relentless focus on driving up pupil performance.
- Pupils contribute significantly to the successes of the school through their outstanding behaviour and readiness to learn.
- The excellent relationships between teachers and their pupils ensure lessons are purposeful and enjoyable.
- Children make a good start in the early years because of good teaching.
- Parents are overwhelmingly supportive, commenting very positively on the school's many strong features.
- The highly successful promotion of pupils' spiritual, moral, social and cultural development is at the heart of the school's work. The harmonious relationships among all groups, from a wide variety of backgrounds, are a strength of the school.
- Staff morale is high, team spirit is very strong, and all are committed to continued improvement. This helps to explain why the school is continuing to improve.
- There is a very strong focus on checking on how well different groups of pupils are learning, so that any falling behind can be immediately helped to make better progress.
- The range of enrichment activities the school provides is excellent and contributes a great deal to pupils' learning.
- Governors' knowledge of the school's strengths and key priorities for future development is used effectively to challenge the school's performance further.
- Pupils feel very safe in school because of the school's rigorous approach to keeping them safe.

It is not yet an outstanding school because

- Work is occasionally not at the right level of challenge, especially for most able pupils, to enable them to make the best possible progress.
- Not enough attention is given to improving pupils' spelling, grammar and punctuation and increasing their understanding of new vocabulary.
- Teachers occasionally miss opportunities to ask probing questions to help deepen pupils' knowledge and understanding.

Information about this inspection

- The inspectors observed lessons in all year groups. Two of these observations were carried out with the headteacher and two with the deputy headteacher.
- Inspectors also held meetings with a group of governors, including the Chair and vice-chair of the Governing Body, staff and pupils and talked to a representative of the local authority.
- Inspectors listened to a small number of pupils read in Years 1, 2 and 3 and observed pupils' conduct at playtime, lunchtime and in assembly.
- Inspectors scrutinised a range of pupils' work from across the school, focusing especially on Years' 2 and 6. Inspectors studied a variety of documents including: the school's view of how well it is doing; plans for the school's future development; outcomes of leaders' observations of teaching and learning; safeguarding policies and records; and the school's analysis of data on pupils' progress, including future projections based on the school's tracking information. Inspectors also considered attendance information.
- Inspectors took account of the 75 responses to Ofsted's online questionnaire (Parent View). One inspector also spoke with some parents at the start of the school day. Inspectors also looked at questionnaires completed by 53 members of staff.

Inspection team

Derek Pattinson, Lead inspector	Additional Inspector
David Matthews	Additional Inspector
Irene Lavelle	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- A little over one-third of pupils are from White British backgrounds with approximately one-fifth from other White backgrounds. The main languages spoken other than English are Kurdish, Latvian, Polish and Arabic, although in total the school supports 34 discrete language groups.
- Well over half of all pupils are from minority ethnic backgrounds and speak English as an additional language.
- Early Years provision is part-time for Nursery children who attend either mornings or afternoon only. However, provision is full time for Reception children.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is considerably higher than that seen nationally. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is well-above average, and rising.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- A significant minority of pupils move into and out of the school between Years' 1 and 6.

What does the school need to do to improve further?

- Further improve the quality of teaching to ensure consistently rapid rates of progress and the highest levels of pupils' achievement by:
 - providing all pupils, especially the most able, with work that is always challenging, so that they reach their potential in all classes
 - providing more opportunities for pupils to improve their spelling, grammar and punctuation and to increase their understanding of new vocabulary
 - increasing opportunities to use probing questions to deepen pupils' knowledge and understanding.

Inspection judgements

The leadership and management are outstanding

- Leadership is outstanding because leaders work exceptionally hard and successfully to overcome the significant barriers to learning and the very diverse needs of the pupils, many of whom are not fluent English speakers when they start school, to help them reach their potential. Furthermore, the climate for learning is exceptionally strong with excellent relationships and very well behaved pupils providing further evidence of high-quality leadership and management. The leadership team has also been strengthened further since the previous inspection to help secure rapid rates of progress and the highest standards for all pupils.
- The experienced headteacher, ably supported by his deputy headteacher, other staff and the governing body, provide a highly effective steer and a clear determination to help secure further improvement for the school. Morale is high and teamwork is very strong. Indeed, the whole-school community shares the leadership's commitment and the drive to raise standards further and to speed up pupils' progress, despite the increasingly challenging setting in which the school operates. This is seen in the very positive responses to the staff questionnaire. It is also shared by the parents who left their views on Parent View, 96% of whom unreservedly recommend the school to others, and by pupils who gave the school, in their words, '10 out of 10'.
- The school's comprehensive improvement plan clearly highlights the right priorities and is strongly focused on improving teaching and raising standards further. Tracking progress towards the achievement of agreed priorities is extremely rigorous and regular. The plan makes very clear how and when priorities will be measured throughout the year and involves all staff and the governing body. As a result all are involved in the drive to secure further improvement and are held to account for the progress made.
- Leadership at all levels is very strong. For example, the pupil premium coordinator rigorously monitors the impact of the extra help given to disadvantaged pupils. Subject leaders know exactly where strengths and areas for development lie. The early years coordinator leads this important area effectively, checking on children's progress very regularly. Other staff with key roles play their part to the full in helping to ensure that pupils make good progress.
- The leadership of teaching is very strong and provides excellent support for staff who are at different stages of development professionally. Teachers and support staff say they are very well supported to improve their skills and knowledge. The systems for checking the performance of teachers are extremely rigorous. Pay progression is very closely linked to pupils' achievement, improvement priorities and the national standards for teachers.
- The pupil premium funding is used very effectively to help disadvantaged pupils learn at a faster rate, such as through small-group teaching and individual support. As a result they progress as well as other pupils in school in most years. Leaders, including governors, check carefully to ensure this funding is having a positive impact.
- Leaders leave no stone unturned to ensure all pupils, irrespective of their ethnicity or background, are treated equally. The large amount of different kinds of support which takes place throughout the day to address pupils' very diverse needs, including supporting the many pupils with special educational needs, provides evidence of the school's significant and very successful emphasis on the promotion of equality of opportunity.
- The range of subjects is planned very well so that pupils develop a love of learning. There are many opportunities for pupils to develop skills and confidence in a wide range of activities, including sport, music, Spanish and computing. Pupils appreciate the excellent range of after-school activities, the free breakfast club and visits to places such as the local museum. Speaking, listening and writing are promoted particularly strongly to help build confidence, encourage talk and increase the rate of pupils' learning.
- The curriculum makes a significant contribution to the school's outstanding promotion of pupils' outstanding spiritual, moral, social and cultural development, which is at the heart of the school's work. British values are well taught, alongside many other faiths and cultures, to help tackle discrimination and promote tolerance, understanding and also good relations with all.
- The school's arrangements for safeguarding pupils are extremely rigorous and meet statutory requirements.
- The primary school sport funding is used effectively to improve staff expertise and develop pupils' physical skills. For example, the physical education coordinator works alongside teachers so that they are more confident teaching physical education, including gymnastics.
- The local authority provides valuable support to the school. For example, it has helped the governing body to improve its effectiveness and has recently undertaken, on the request of the headteacher, a review of

aspects of the school's work. It is confident that the school is providing a good education and that it only requires light-touch support. The school also supports very well other staff who visit and students in training.

■ The governance of the school:

- The governing body has increased its effectiveness since the previous inspection. Governors now have a very good understanding of their collective responsibility to hold leaders to account for pupils' achievement and the quality of teaching throughout the school, and are successfully challenging leaders to drive forward improvement. Governors know too what are the school's strengths and where it still needs to improve. For example, the governing body has a good understanding about data on the school's performance. It knows that there are still gaps in some years between the attainment of disadvantaged pupils and others and are rigorously monitoring the impact of initiatives to close the gaps.
- Governors effectively check the school's monitoring systems for safeguarding and school improvement and ensure that the school's performance management of teachers is rigorous, with a sharp focus on improving pupils' achievement. For example, the literacy committee regularly checks on pupils' progress and performance and the governing body ensures teachers only receive financial reward if their pupils meet their achievement targets.
- The governing body has a firm grasp on the school's finances. They constantly seek value for money by carefully evaluating the impact of introduced initiatives.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. It is underpinned by excellent relationships at all levels. This is confirmed by the school records, observations and discussions with pupils. For example, one pupil stated, 'Friends are always there for you.' while another said, 'Pupils here like you for how you are.'
- Pupils are very proud of their school, feel extremely safe and are very keen to learn. One pupil commented, 'This school gives you a great education.' and another added, 'The teachers are really supportive of you, give clear explanations and are always there to help you improve.'
- Behaviour around the school, in the dining hall and in the playground is exemplary. Pupils are polite and courteous to adults and to each other. They walk along corridors and up and down stairs sensibly and in an orderly manner, many chatting happily together. Pupils are very aware of the high expectations of their behaviour the school demands and they appreciate the high levels of supervision in the playground.
- Pupils show very good concentration and perseverance when in the classroom, especially when all ethnic groups, pupils with special educational needs and those who are new to learning English as an additional language are inspired by their learning and are exceptionally well supported. This was seen, for example, in a Key Stage 2 literacy lesson in which pupils were picking out key points from their writing.
- Pupils thoroughly enjoy coming to school. They like the very wide range of activities the school provides, many of which they say are fun. They praise school leaders for ensuring that, in their words, 'The school is fair.'
- School leaders make great efforts to promote regular attendance. They are very largely successful in these although a small number of families take their children on unauthorised extended visits to their country of origin. This has an adverse effect on attendance and means it is a little below average. However, the number of sessions missed due to overall absence was lower in 2014 than it was in the previous year.
- Pupils relish the responsibilities they are given and carry them out extremely conscientiously. For example, school councillors take their duties seriously, such as raising funds for charitable organisations.

Safety

- The school's work to keep pupils safe and secure is outstanding. Leaders, other staff and governors are rigorous in keeping pupils safe in school. As a result pupils have a very good grasp of risk, including of strangers and road accidents.
- Pupils are fully aware of different forms of bullying. They are adamant that, in their words, 'There is definitely no racism or bullying here.' However, they add, 'Even if there were, it would be quickly sorted out.'
- They are very familiar with and like the system of rewards used to spur them on and to encourage them to try hard and do their best. They value the point system and the 'marble jar' and they work hard to achieve their targets.
- Pupils feel extremely safe and cite the locked gates and doors which require a special key to gain entry as

an example. Pupils are very aware too about dangers posed by the internet.

- Parents strongly and rightly believe that their children are kept very safe in school.

The quality of teaching

is good

- The quality of teaching is good. This leads to good-quality learning and increasing rates of progress in reading, writing and mathematics. The learning observed in lessons was never less than good and in a small number of lessons it was outstanding.
- Relationships between teachers and pupils are very positive, promoting enthusiastic attitudes to learning that effectively support good achievement. The strong platform for learning is constantly reinforced by teachers through the regular use of praise and encouragement. As a result no time is wasted and pupils have high levels of motivation, which contribute to the mostly good progress that they make.
- Teachers have high expectations of pupils and very largely provide them with challenging work, for example in a lesson on measuring, when work was well matched to pupils' different needs. However, observations of pupils' books and a small number of lessons reveal that work is very occasionally not always at the right level of challenge, especially for most able pupils. For example, in work on prefixes there were missed opportunities to develop pupils' understanding of new vocabulary and in mathematics pupils sometimes have to complete work which is too easy for them before moving on to work which is challenging.
- Opportunities to extend pupils' learning through the use of probing questions are sometimes missed and, therefore, pupils are not able to communicate their ideas and explain their thinking, for example. However, all pupils have many opportunities to talk together to help them increase their knowledge and understanding.
- Teachers demonstrate secure subject knowledge to help their pupils learn and they lead sessions confidently. Pupils are clear about what they are going to learn, so that they know what is required as each lesson progresses. Most know their targets in literacy and numeracy to help them make progress.
- The teaching of reading is good. Pupils have many opportunities to read books which interest them and which are at the right level. As a result they make good progress in learning to read fluently for information and enjoyment as they move through the school.
- Resources, including technology, are carefully chosen to support and extend pupils' learning. This helps to motivate pupils and increase their commitment to learning, such as when using protractors to measure angles.
- There is a wide range of good provision for pupils requiring additional support. Adults ensure these pupils are fully involved in their learning by matching learning carefully to their needs and sensitively supporting them through difficulties. For example, there is good support for pupils working on computers to link letters to the sounds they make and for pupils learning about fractions in mathematics.
- Marking is accurate and feedback praises and encourages pupils to do even better. Comments are provided to help them improve their work with time increasingly given for pupils to follow these up.
- The school successfully encourages pupils to use and apply their English and mathematics skills in other subjects, especially through work on topics, and this further deepens pupils' learning. For instance, Year 6 pupils develop and use literacy skills in answer to the question, 'Were the Vikings always victorious and vicious?' Pupils have many opportunities to write for different purposes, which is contributing to improved achievement in this subject.

The achievement of pupils

is good

- Pupils achieve well and make at least good progress overall from their individual starting points to reach standards which are usually broadly average in reading, writing and mathematics by the time they leave Year 6. Progress across year groups is therefore mostly good as pupils move through the school.
- The most able pupils largely achieve well. However, occasionally work is not matched carefully enough to their precise needs to enable them to make the best possible progress.
- Children enter the school in the early years with skills and understanding significantly below those typical for their age in many aspects of their learning. However, because of good teaching, they make up lost ground as they move through the Nursery and Reception years. Even so, their skills are still below the levels expected for their age when they start Year 1.
- Pupils achieve well as they move through Years' 1 and 2. They make up further lost ground moving nearer to the national average in reading, writing and mathematics. Indeed, between 2010 and 2014 the gap in

attainment between the pupils in school and pupils nationally has been steadily narrowing. While pupils are still at levels a little below what is expected when they move into Key Stage 2, standards have improved since the school's previous inspection.

- Results in reading in Key Stage 1 were below average in 2014 due largely to the challenging circumstances presented by the group of pupils. Nevertheless, initiatives to improve pupils' ability to link letters to the sounds they make (phonics), in the early years, for example, are proving successful. As a result pupils make good progress in learning to read fluently for information and enjoyment as they move through the school. However, attainment in reading was not as good as it was in writing and mathematics at the end of Key Stage 2 in 2014. Despite the dip in reading, the drive to accelerate progress is proving successful, especially in Key Stage 2. This provides further evidence of the very strong 'push' to secure the highest possible standards by the school's leaders.
- Recent progress across Key Stage 2 has been better than the picture nationally, with progress accelerating as pupils move through the key stage, reflecting teaching that is consistently good and sometimes outstanding in its impact over time on learning and achievement. As a result increasing numbers of pupils are making better-than-expected progress. Predictions for the current Year 6, which contains a high proportion of disadvantaged pupils and pupils with special educational needs, indicate a better performance in reading than in 2014.
- The achievement of disabled pupils and those with special educational needs is mostly good. This is because they are supported well in lessons. They now do as well as other pupils relative to their individual starting points, achieving at least as well as pupils with special educational needs nationally.
- The large number of pupils from minority ethnic backgrounds and pupils who speak English as an additional language are also making good progress. This is because they are very well supported and given work which is tailored to their precise needs.
- Results in 2014 in the English grammar, punctuation and spelling assessment were below average. However, pupils' books show that this area is given increasing attention, with, for example, pupils being taught spelling through weekly spelling tests. Nevertheless, pupils are not given enough opportunity to extend their vocabulary, such as through the use of dictionaries and thesauruses, or to increase their understanding of new vocabulary by opportunities to use the new words in different situations.
- The attainment of disadvantaged pupils varies year-on-year. Leaders are rigorously addressing this and their progress in most year groups is now good from their starting points compared to other pupils nationally. The gap in performance between disadvantaged pupils and other pupils in school in Year 6 was negligible in 2012 and 2013. However, In Year 6 in 2014, test results show that disadvantaged pupils were over three terms behind other pupils in mathematics and reading, and over two terms behind in writing. When compared to non-disadvantaged pupils nationally, disadvantaged pupils in school were almost four terms behind in reading, three terms behind in mathematics and over two terms behind in writing. Inspection evidence and school data show that gaps in attainment across the school are closing. This is because expectations of what disadvantaged pupils across the school can achieve are high and levels of support are good.

The early years provision

is good

- Provision is successful in laying down secure foundations for future learning. As a result children get off to a good start to their life in school from usually significantly below typical starting points. The wide range of cultures and ethnicities represented, combined with much larger than average numbers of pupils who speak English as an additional language and who have special educational needs, helps explain the significantly below typical starting points. As a result, despite making good progress, they are not fully ready for Year 1. However, even though they do not make a good level of development overall, they close gaps in their learning, particularly rapidly so in language development.
- Good induction arrangements ensure that all children settle quickly into well established routines.
- The curriculum interests and often excites children through a broad range of well-organised activities, such as computing, constructing, printing and making patterns. Children's work is celebrated, such as through the dazzling dinosaur display.
- Teamwork is strong and relationships between adults and children are warm and friendly. As a result most children are happy, feel safe, behave well and are keen to learn. They develop social skills well by sharing equipment, listening to one another and discussing their ideas.
- The quality of teaching over time is good. Staff have high expectations and children achieve well in all areas of learning. However, some opportunities are missed to extend learning. Partnerships with external agencies are used effectively to support children with specific needs.

- The skilled early years leader leads the area well and provides the drive and determination to help ensure that children make good progress as they move through Nursery and Reception. She has a particularly clear view of the performance of different groups of children. Following an analysis of children's needs, developing children's understanding of the world around them is rightly given considerable emphasis.
- Parents are very supportive of their children's work and provision in the early years. Staff ensure communication with them is regular and informative, enabling parents to support their children's learning. Opportunities for parents to spend time in school at the start of each day have helped to forge very good relationships with them.
- All staff contribute to regular observations and checks on children's learning and these accurate assessments are used to extend children's experiences. This contributes to the increasing proportion of children attaining a good level of development and making good progress because most activities are carefully matched to children's individual needs.

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	117714
Local authority	Kingston upon Hull City of
Inspection number	448803

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	327
Appropriate authority	The governing body
Chair	Marion Brown
Headteacher	Brian Roberts
Date of previous school inspection	15 September 2009
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