

Griffin Primary School

Barham Road, Hull HU9 4JL

Inspection dates

1–2 December 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards are not high enough by the end of Key Stage 2.
- While some teaching is good, it is variable and over time this results in too few pupils making good progress in reading, writing and mathematics.
- Not enough boys make good progress in reading, writing and mathematics, and gaps in learning between girls and boys are wide in Key Stage 2.
- Leaders' checks on the school's work are not rigorous enough. Leaders do not evaluate the impact of their actions in enough detail.
- Leaders are not making use of assessment information to measure the effectiveness of their work to raise pupils' achievement, including those eligible for pupil premium funding.
- Although keen to make improvement, middle leaders do not all have the skills they need to drive change in a way that has a direct impact on the quality of teaching and pupils' progress.
- In lessons, additional adults are not always fully deployed to best effect to ensure the rapid progress of all pupils.
- The school's work to improve attendance has not been successful and too many pupils are absent or persistently absent, holding back their achievement in school.
- Sometimes, during lunchtimes, pupils do not display respectful attitudes towards adults and each other.
- Not all teachers give pupils precise guidance that will help pupils to improve their work and to make further progress.

The school has the following strengths

- Progress in the early years is good and children are increasingly well prepared to start Year 1.
- The teaching of phonics (the sounds that letters make) is good in Key Stage 1 and this gives pupils a good grounding in the basic skills of reading and writing.
- The quality of teaching is improving in some classes leading to improvements in learning for some pupils.
- Aspects of pupils' spiritual, moral, social and cultural development are good and pupils feel safe in school.
- The governing body is effectively challenging school leaders to improve the school.

Full report

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better and achievement rises, by:
 - providing a better match of work to pupils' needs, including ensuring that the most-able pupils, disabled pupils and those with special educational needs are able to make good progress during all parts of a lesson
 - ensuring that additional adults are always deployed effectively to support pupils to learn well
 - making sure that pupils receive precise feedback so they can use this to improve their work.
- Ensure that all levels of leadership and management are effective in improving teaching and learning, and as a consequence raising standards and accelerating progress, by:
 - using the evaluation of assessment information, lesson observations and work in pupils' books to measure the impact of teaching and to ensure that improvement strategies are successful
 - making better use of assessment information on pupils' progress to step in more quickly if pupils, particularly boys, are not achieving well enough
 - implementing the findings of the review of the pupil premium, fully assessing the impact of different initiatives financed through pupil premium funding so leaders can further improve the effectiveness of its use
 - working effectively to improve pupils' attendance and ensure that all pupils come to school regularly and on time
 - acting swiftly to eliminate the poor behaviour of a minority of pupils at lunchtime.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leadership and management require improvement because standards are not high enough by the end of Key Stage 2 and actions to close the gap between the achievement of boys and girls have not been effective. Leaders do not always use assessment information well enough to ensure that pupils are making good progress in reading, writing and mathematics.
- Checking of the school's work overall is not sufficiently rigorous. This means that school leaders do not always have an accurate view of the school's strengths and what needs to improve. Not all senior leaders effectively undertake a range of monitoring activities and, consequently, they are not always guiding others well enough so that they know how to improve their teaching. However, regular coaching of staff and the setting of targets for teachers to improve their practice is helping the quality of teaching to improve so that more teaching is now good than at the time of the last inspection.
- Many initiatives are underway to support pupils' emotional needs and to help pupils improve in specific areas of learning, but the impact of many of these initiatives is not measured.
- Despite attempts by attendance liaison officers employed by the school to improve attendance, the persistent absence of a few families has not improved and consequently overall attendance remains below average and the proportion of pupils who are persistently absent is above the national average.
- The curriculum provides pupils with a range of opportunities for learning across different subjects. Pupils say they particularly like phonics and mathematics lessons. Pupils report that they really like art and have enjoyed making Viking brooches as part of a topic on the Vikings and learning about perspective in art. Some of the most-able pupils took part in range of workshops at a local high school, designed to challenge their thinking. A comprehensive range of lunchtime activities including hairdressing, singing, computing and knitting help pupils apply creative and technology skills. A small number of pupils take part in specialist music lessons.
- Pupils who are entitled to pupil premium funding receive support for their specific needs through extra lessons and access to additional reading at home through an online scheme. Leaders are aware that attainment gaps are closing between disadvantaged pupils and others, but have not fully analysed the impact of projects and initiatives.
- Younger children have an understanding of right and wrong and other pupils have a good understanding of life in modern Britain, including democracy and the rule of law. Pupils in Key Stage 2 take part in regular philosophy lessons, which encourage them to think deeply on a range of social dilemmas.
- The primary school sports funding is being well used to raise standards in the teaching of physical education. The school employs a specialist who works alongside staff to equip teachers in the effective delivery of sports and games. Pupils attend a range of sports clubs including dance and running. Some pupils are 'sports ambassadors', helping to run games during playtimes.
- Leaders have made use of local authority consultants to work alongside teachers to improve the quality of reading and mathematics in particular. The local authority adviser has provided challenge to the school and worked alongside leaders to review the quality of teaching and learning.
- **The governance of the school**
 - Governing body minutes show robust questioning about the school's performance, particularly pupils' achievement. Governors ask questions to determine the impact of pupil premium funding to make sure that they understand how well it is used.
 - Governors question senior leaders to gain an understanding of the quality of teaching and they have a good understanding of how the school compares with others, which helps them to be realistic about the effectiveness of the school.
 - The governing body has sought ways to improve its effectiveness, through an external review of governance and through regular audits, and it is beginning to implement recommendations.
- The arrangements for safeguarding are effective. Staff are committed to ensuring that all pupils are happy and secure. All policies and procedures meet statutory requirements and staff are appropriately trained to deal with safeguarding issues as they arise. Staff ensure that pupils keep safe when using the internet, carefully applying e-safety policies and encouraging parents and pupils to make use of police e-safety resources. Staff have been trained to spot signs of radicalisation among pupils and to act to keep pupils safe.

Quality of teaching, learning and assessment

requires improvement

- The majority of lessons are carefully planned and resourced but not enough account is taken of what pupils already know and can do to ensure that pupils make rapid progress from their starting points.
- The teaching of reading is having a variable impact on progress within lessons because some reading lessons are not planned appropriately to ensure that all pupils make the best use of time.
- Disabled pupils and those with special educational needs do not make good progress because some tasks are too difficult for them.
- All teachers use the school's marking policy and praise what has been done well. In the best examples, teachers' feedback helps pupils to improve their work but this is not always the case, leading to variability in the impact of marking on pupils' progress.
- When pupils have learned a new skill, evidence in their books shows that they are being offered opportunities to practise and reinforce that learning. For some pupils, particularly the most able, too much time is being given to additional practice.
- The impact of additional adults on pupils' learning is variable in different parts of a lesson. When their input is appropriately planned for, adults are having a greater impact.
- Pupils have benefited from additional lessons to help them develop higher-order reading skills and these interventions have been evaluated by school leaders, showing significant gains in learning. Pupils have regular opportunities to take books home, and the school also uses an online reading scheme to further encourage reading. The effective teaching of phonics across the school is having a positive impact on pupils' confidence to read and write unknown words.
- Some teaching is leading to good learning, particularly in mathematics lessons, where teachers skilfully check on pupils' understanding and offer further explanations or challenges as a result. A few teachers question pupils well to develop their listening skills and understanding. This was very effectively done in a computing lesson where pupils were learning how to program a programmable toy.
- In writing, teachers effectively plan sequences of lessons that enable pupils to build up their understanding prior to applying new learning independently. Most pupils enjoy writing lessons as a way to consolidate and use their learning about the structure of writing and grammar in one long piece of writing. Daily handwriting lessons are helping most pupils to present their work neatly.
- Provision for disabled pupils and those with special educational needs is having a positive impact in meeting pupils' social and emotional needs. Pupils have a 'passport' which sets out in child-friendly language their needs and requirements. The passport is shared each term with parents to ensure that pupils receive the help they need in school and at home.
- Regular homework is set to encourage pupils to practise reading, writing and mathematical skills. Pupils value the opportunity to do more creative homework and like having their homework displayed in school.

Personal development, behaviour and welfare

requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils talk about many opportunities they have been given to learn about keeping safe, including water and fire safety, and dealing with bullying online. As a consequence of the school's work in this area, pupils say they are safe and feel safe in school and in their community.
- Pupils are encouraged to adopt healthy lifestyles through regular fitness and games clubs, and through daily teeth cleaning during 'toothbrush time'.
- As a result of a caring school ethos, the school's work to promote social, moral, spiritual and cultural awareness is effective. Pupils are developing their understanding of how to be successful learners. They demonstrated respect and thoughtfulness, taking turns to speak and valuing the contributions of others strongly, when talking to inspectors. Pupils express their commitment to social values through regular chances to raise funds for children with genetic disorders, for example.

Behaviour

- The behaviour of pupils requires improvement. This is because the poor behaviour of a small number of pupils is sometimes spoiling lunchtime for other pupils.

- Attendance liaison officers employed by the school are taking a range of actions to improve the attendance of a small number of pupils but this is still to have an impact and attendance remains below average.
- Well-established routines are helping the vast majority of pupils to behave well. Pupils understand the 'traffic light' system that effectively reinforces rewards and sanctions. Pupils' exclusions from school have reduced over the last three years. Pupils are proud to report that they have earned 'sapphires, rubies, diamonds and emeralds', that they deserve 'choosing time' or that they received certificates during Friday assemblies. Teachers are consistent in their application of the behaviour policy and consequently most pupils feel they are dealt with fairly.

Outcomes for pupils

require improvement

- Pupils have not achieved as well as they should by the end of Key Stage 2 and, as a result, achievement requires improvement.
- Pupils achieved expected progress in reading and writing but too few achieved better than expected rates of progress and fewer pupils than seen nationally achieved higher levels.
- Pupils did not achieve as expected in mathematics and the school says this is because of a sickness bug affecting pupils during one of the assessments. Boys did not achieve as well as girls in writing, achieved similarly to girls in reading and slightly exceeded girls' attainment in mathematics. Disadvantaged pupils attained less well than other pupils in reading and mathematics, and attained levels significantly lower than other pupils in writing.
- There has been a rapid improvement in the number of pupils achieving the expected standard in phonics over a three-year period. Despite this, pupils are still performing below national averages and gaps between boys and girls are wide.
- There was a dip in pupils' attainment at Key Stage 1 in 2014, but in 2015 attainment is broadly in line with national averages, although boys are doing less well than girls in reading, writing and mathematics.
- The progress of current pupils in Key Stages 1 and 2 is showing a mixed picture. Gaps between boys' attainment in reading, writing and mathematics, compared with age-related expectations, are wide in some classes. In some classes, around a fifth of pupils are working at levels below those expected for their age.
- Disabled pupils and those with special educational needs make similarly mixed progress to other pupils across the school. Teaching assistants are running several groups to support pupils' learning in phonics, reading or mathematics. The school does not accurately monitor the impact of these interventions against academic improvements. Consequently it is hard to establish how effective they are in raising attainment.
- Most-able pupils in school are making at least expected progress but the lack of accurate monitoring of the progress of different groups of pupils makes it difficult for the school to know if they are making more than expected progress. As a result, too few pupils attain higher levels in statutory assessments in Year 6.

Early years provision

is good

- Around one third of pupils enter the early years with skills typical for their age. Early years provision is increasingly effective in helping children to grow in confidence and learn well. In 2015, proportions of children achieving a good level of development were broadly average, so that almost two thirds are well prepared for learning in Year 1.
- Leaders have used consultants to help them gain an accurate understanding of the effectiveness of early years provision and have made changes to the learning environment as a result. Thought has been given to providing activities that appeal to boys as well as girls, and staff provide a welcoming learning environment where children are happy and safe.
- Leaders make good use of additional funding, employing extra staff to work closely with children and families to narrow gaps in learning between disadvantaged children and others.
- Safeguarding is effective. Staff are vigilant about the safety of children using the outdoor area and hold appropriate first aid certificates.

- The teaching of basic skills in Nursery is helping to foster children's curiosity, and to develop their social skills and their understanding. As a result of good teaching and the provision of a vibrant and inviting curriculum in Reception, all children make at least typical progress, with many making more than typical progress.
- Due to detailed planning and secure staff knowledge, the teaching of phonics in Reception is effective in helping children to learn the skills they need for early reading and writing.
- Early years teachers use assessment information well to identify next steps in learning and ensure that the provision is helping children to learn new skills. They work effectively with pre-school providers and health visitors to ensure that they are meeting the needs of all children, including those who are vulnerable. Children who struggle with speaking and listening are being effectively supported by adults using speech and language techniques learned as a result of the school taking part in the 'Talk of the town' project.
- Parents are welcomed into the setting and staff regularly meet with parents, both formally and informally, to ensure that information is passed on. Staff share children's assessment information with parents so that they can help with reading, writing or number. As a result of positive relationships, children quickly settle down to school life.

School details

Unique reference number	117914
Local authority	Kingston upon Hull
Inspection number	10002123

This inspection 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	453
Appropriate authority	The governing body
Chair	J-M Chatwin
Headteacher	Janet Adamson
Telephone number	01482 794122
Website	www.griffin.hull.sch.uk
Email address	admin@griffin.hull.sch.uk
Date of previous inspection	19–29 November 2013

Information about this school

- Griffin Primary is twice the size of an average primary school.
- The school is part of the East Hull Cooperative Learning Trust.
- The proportion of pupils who are eligible for support through the pupil premium is much higher than average.
- An average proportion of pupils are disabled or have special educational needs.
- There are much lower than average proportions of pupils who are from minority ethnic groups or who speak English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment in English and mathematics.
- Children in the Reception class attend full time. Children in the Nursery class attend part time.

Information about this inspection

- Together with the headteacher, inspectors looked at pupils' progress data, information about the performance of teachers, documents relating to behaviour and safety, and documents relating to safeguarding.
- Inspectors observed pupils' learning in 20 parts of lessons, some alongside the headteacher and deputy headteacher.
- Inspectors listened to pupils read, and observed pupils' learning in small groups. They spoke with pupils in lessons, at lunchtime and at playtimes, and met with groups of pupils from all classes.
- Meetings were held with the headteacher, senior and middle leaders, class teachers, members of the governing body and a representative of the local authority.
- Inspectors spoke to parents at the start of the school day. There were insufficient responses from parents to consider Parent View (Ofsted's online questionnaire for parents).
- Inspectors took account of online responses returned by members of staff.

Inspection team

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