

# Acomb Primary School

West Bank, Acomb, York, North Yorkshire, YO24 4ES

**Inspection dates** 2–3 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, governors and all staff have successfully worked together to bring about marked improvements in teaching and in pupils' achievement since the last inspection.
- From average starting points, pupils make good progress in the Reception classes. They continue to achieve well and reach above average standards when they leave Year 6.
- Pupils behave well and feel very safe in school. They are keen to learn, share their ideas sensibly and work hard.
- Good teaching enables pupils to make good progress over time. Well-managed classes, knowledgeable and enthusiastic teachers and informative and attractive classroom displays, all contribute to pupils' enjoyment of learning.
- The school is well led and managed. Staff feel valued and morale is high. They are not complacent and are continually striving for improvement. Consequently, the school is well placed to improve further.

### It is not yet an outstanding school because

- Teaching is good but not outstanding. Some teaching, particularly in mathematics does not enable pupils to make very rapid progress. A few pupils do not always act on their teacher's advice on how to improve their work.
- The roles of subject coordinators in leading and monitoring the work of their subject areas are not yet fully developed.

## Information about this inspection

- Inspectors observed 15 lessons and part-lessons. The headteacher and inspectors jointly made several shorter visits to classrooms. Inspectors listened to pupils read.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- Inspectors observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Eighty responses to the on-line questionnaire, 'Parent View', were considered as well as many hand-written letters from parents. Twenty responses to staff questionnaires were also scrutinised.

## Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

Don Parker

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority and pupils known to be eligible for free school meals, is below average.
- A well below average proportion of pupils are from minority ethnic backgrounds, while a below average proportion speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average, as is the proportion supported at school action plus and with a statement of special educational needs.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- One pupil attends another local primary school (St Oswald's) each morning, to receive specialist teaching.
- The on-site provision for childcare, 'Acomb Out of School club' is inspected separately. The report is on the Ofsted website.

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

- Further improve teaching and pupils' achievement by;
  - ensuring that pupils move on even more quickly to the next challenging task as soon as they are ready
  - giving pupils more opportunities to improve their understanding of mathematics and to apply this knowledge in a wider range of contexts
  - making sure pupils always act upon the advice given by teachers on how to improve their work and gain a greater understanding of their individual targets and how to reach or exceed them
  - developing the roles of coordinators in leading and monitoring the work of their subject areas, particularly whilst implementing the new primary curriculum.

## Inspection judgements

### The achievement of pupils is good

- Work in pupils' books and displayed in classrooms confirms that pupils are making good progress. The school's own detailed pupils' progress data also shows that pupils in all year groups are achieving well.
- Children enter the Reception classes with skills typical for their age. They soon settle into school routines. They become confident learners both in and out of doors and make good progress.
- Pupils' good progress continues as they move through the school. In the most recent phonics (the sounds that letters make) tests, a well above average proportion of Year 1 pupils met the expected standard. In tests at the end of Year 2 and Year 6 in 2013 pupils' attainment was significantly above average. Early indications from results of Year 6 tests in 2014 show that, although their attainment is slightly lower, pupils' progress has continued to accelerate this year.
- Good phonics teaching helps pupils to become confident readers. They are given frequent opportunities to practise their writing which is neat, well presented and often contains rich vocabulary and imaginative ideas. Year 5 pupils confidently used words such as 'oblivious', 'arrogant' and 'deceitful' when describing characters in the Shakespeare play they had been studying.
- Pupils develop good numeracy skills. However, the school is not complacent and recognises that pupils can make even faster progress in mathematics if they are given more opportunities to deepen their understanding of the subject and to apply their basic skills in a wider range of contexts.
- The most able pupils make good progress in their learning and a well above average proportion of pupils achieved the higher Level 6 in mathematics this year.
- Disabled pupils and those who have special educational needs are well supported by teachers and teaching assistants who give them timely and sensitive help. Pupils from minority ethnic backgrounds and those for whom English is an additional language, are equally well supported where necessary and make the same good progress as their classmates.
- The pupil premium is spent wisely to give pupils known to be eligible for free school meals appropriate extra support where necessary. The numbers of pupils involved is very small and their attainment varies markedly from year to year. In 2013, test scores show that these pupils were approximately three terms behind their classmates in attainment in mathematics and English. However, current pupils known to be eligible for free school meals are making at least the same and sometimes better progress than their classmates, indicating that any gaps between their achievement and that of other pupils in the school are closing.

### The quality of teaching is good

- All groups of pupils make good progress as a result of the good teaching they receive. Classes are well managed and pupils are keen to succeed.
- Children in the Reception classes develop good learning skills. Pupils confidently write stories about the sea, sort shells, and paint fish as part of their topic 'under the sea'. They are particularly knowledgeable about sharks and eagerly await their well-planned visit to an aquarium to see them.
- Work in pupils' books shows that they develop increasingly good skills and understanding over time. Most work is detailed and complete, well presented and carefully marked. Pupils are given good pointers for improving their work but in a minority of cases, they do not act on teachers' advice. Clear targets are set to help pupils improve but the school is, rightly, keen that pupils develop an even greater understanding of their personal targets and how to achieve them.
- Interesting tasks combined with knowledgeable and enthusiastic teaching maintain pupils' interest in learning. Pupils in Year 1 were very excited about the imminent arrival of the Tour de France in York and enjoyed learning topical French vocabulary, such as 'le velo' and 'le maillot

jaune’.

- Pupils usually work at a brisk pace and challenging tasks ensure they stay fully focused on learning. Very occasionally, the pace of their learning is slower when they are not moved on quickly enough to the next task. In mathematics, activities do not always sufficiently enable pupils to make the best possible progress.
- Pupils’ spiritual, moral, social and cultural development is promoted well. Pupils cooperate willingly and share ideas, resources and information sensibly. They learn about other countries, races and religions, which successfully develops their understanding of other cultures.
- Classrooms are packed with interesting information. Pupils’ good work, such as high quality writing, is displayed and celebrated. Recent events, such as the school’s Shakespeare festival, trips to Filey and Whitby and project work on topics as varied as ‘ancient Greece’ and ‘minibeasts’, are all recorded in an attractive and informative way.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils answer questions readily and settle quickly to the task in hand. They come to school well equipped and eager to learn. Pupils behave well in the school playground and in the dining hall. They are polite and considerate towards each other and kind and welcoming to visitors.
- Pupils’ enjoyment of school is reflected in their good punctuality and above average attendance.
- Any rare incidents of challenging or racist behaviour or bullying of any sort, are dealt with quickly and fairly. Exclusions from school are very rare.
- The school’s work to keep pupils safe and secure is good. Pupils confidently explain why they feel safe in school and are say that any worries they might have will be quickly sorted out by teachers. Pupils understand that there are different types of bullying, including homophobic bullying. They are knowledgeable about cyber-bullying and know how to keep themselves safe, for example, when writing on the school blog.
- Pupils are very proud of their school. Older pupils take responsibility as school buddies, members of the school council and also help with tending the school’s impressive garden.
- Parents are entirely supportive of the school and many are fulsome in their praise of the education and personal support it provides for their children.
- Pupils are very well prepared with the skills needed for the next stage of their education. Year 6 pupils, who had just been to visit the schools they will go to in September, talked in a mature and excited way about how they were looking forward to moving on, but also about all the things they had enjoyed and achieved at Acomb primary.

### **The leadership and management** are good

- The good leadership of the headteacher and deputy headteacher has been instrumental in moving the school forward and creating a climate where learning flourishes. Governors, staff and parents have successfully worked together to improve the school. Clear priorities for further development have been identified.
- Leaders of literacy, numeracy and staff with responsibility for disabled pupils and those who have special educational needs, are knowledgeable and continually share their expertise with colleagues. They also provide helpful information sessions and booklets for parents, which help them support their children’s learning in mathematics and English. Subject leaders have yet to fully develop their roles in leading and monitoring the work of their subject areas.
- Leaders’ view of the school’s performance is accurate. Strengths are celebrated and weaknesses are quickly tackled. Pupils’ progress is now more closely monitored and teachers’ marking is more precise.
- Staff receive high quality training. Their performance is well managed and they are given constructive advice on how to improve teaching and accelerate pupils’ progress.

- All pupils have equal opportunities to succeed. Discrimination of any kind is not tolerated. Extra funding, such as the pupil premium enables pupils known to be eligible for free school meals to make the same progress as their peers. Funding for primary school sport is used wisely to employ a sports coach and provide training for staff. This helps more pupils to take part in a variety of sports, develop healthy life styles and improve their physical well-being.
- The curriculum is broad and balanced. It enables pupils to develop good basic skills in literacy and numeracy and promotes their spiritual, moral, social and cultural development well. Numerous visits, clubs and activities enrich pupils' learning. For example, pupils, and their parents, spoke enthusiastically about the school's recent Shakespeare festival when each class had performed a different Shakespeare play. Plans are well advanced for fully implementing the new primary curriculum. This presents an opportunity for subject leaders to further develop their roles in leading and monitoring the work of their subject areas.
- Safeguarding meets requirements. All policies and procedures are firmly in place and understood by staff.
- The local authority provides good, light touch support for the school. Advisors provide support, for example, in moderating work in literacy and in promoting school improvement.
- **The governance of the school:**
  - Governors monitor the work of the school regularly, know its strengths and are, rightly, proud of the rate at which it is improving. They are very knowledgeable about the quality of teaching and how the school is performing compared to schools nationally. Governors are clear about how good teachers are rewarded and are quick to tackle any weaknesses. Resources are well deployed and finances well managed. The spending of the pupil premium and the primary school sport funding is carefully monitored to ensure it is used wisely.

## 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

<b>Unique reference number</b>	121271
<b>Local authority</b>	York
<b>Inspection number</b>	442267

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	232
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christopher Heppell
<b>Headteacher</b>	Lee Haynes
<b>Date of previous school inspection</b>	13 March 2013
<b>Telephone number</b>	01904 798453
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