

Willerby Carr Lane Primary School

Inspection report

Unique Reference Number	135115
Local authority	East Riding of Yorkshire
Inspection number	381806
Inspection dates	26–27 June 2012
Lead inspector	Sharona Semlali

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	The governing body
Chair	Ron Dickinson
Headteacher	Sean Smith
Date of previous school inspection	9 March 2009
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Introduction

Inspection team

Sharona Semlali
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Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 24 lessons involving 21 teachers. Meetings were held with groups of pupils, governors and staff. Inspectors took account of the responses to the online Parent View survey in planning the inspection. Inspectors observed the school's work, and looked at the school's data, minutes of meetings, pupils' work, behaviour logs, safeguarding documentation and the 273 parental questionnaires received.

Information about the school

This is a larger than average-size primary school. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils supported by school action plus or with a statement of special educational needs is low. Almost all of the pupils are from a White British background. There is a breakfast club and after-school club that are not managed by the school's governing body. The school meets the current floor standard which are the minimum standards expected by the government. Since the last inspection the school has experienced significant changes in the teaching staff and the whole school has moved into a brand new building. The headteacher is a Local Leader of Education. The school has gained the Eco Silver and Quality Mark Awards.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet outstanding because there are not enough pupils attaining at the highest levels in reading, writing and mathematics and only a small proportion of teaching is outstanding.
- Achievement is good. Children enter the Early Years Foundation Stage with skills expected for their age. Pupils make good progress and leave with attainment above average at the end of Key Stage 2 in all subjects. The stimulating curriculum ensures pupils enjoy learning by providing real life experiences. As a result, pupils enjoy coming to school regularly and attendance is above average.
- Teaching is good and is outstanding in a small minority of lessons. Teachers successfully motivate and engage pupils in their learning. Lessons are carefully planned and pupils have good opportunities to work in small groups which effectively help to develop their skills, knowledge and understanding, although sometimes opportunities for independent research are limited. There is some high quality marking but it is not consistent throughout the school and sometimes there is not enough time given for pupils to talk about their learning.
- Behaviour and attitudes to learning are good and in some lessons are exemplary. Pupils are polite, friendly and very welcoming to visitors and new pupils. They work and play well together. They feel safe and feel confident that staff will sort out any disputes fairly.
- Leadership and management are good. The headteacher and the senior leadership team provide strong leadership in creating a caring and united school. Greater accountability of teachers and effective professional development are helping to enhance teachers' skills. Parents and carers are not all clear about how they can support their children.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that more pupils reach the highest levels in reading, writing and mathematics by:
 - ensuring that high quality marking is consistent throughout the school
 - allocating time for pupils to talk about their learning
 - increase opportunities for pupils to do their own research
 - increase the support given to parents so that they are clear of how they can help their children to do their homework.

Main Report

Achievement of pupils

The provision in the Early Years Foundation Stage is well organised and well presented and children are encouraged to solve problems independently. This was observed when a child was appropriately challenged to make an eye patch for a pirate using string, wool and elastic. The learning environment stimulates and promotes good language development. Pupils continue to make good and consistent progress throughout the school. Attainment is above average by the time pupils leave at the end of Key Stage 2. Pupils learn a good range of musical skills as was seen in a Year 4 music lesson. Here, they were learning to read music, keep a rhythm going and play their drums and xylophones at the same time.

Attainment in reading at the end of Key Stage 1 is rapidly improving and is broadly average. Pupils confidently talk about the text and have good comprehension skills. Recently, the school has introduced a writer's mentor scheme which gives training to parent volunteers on how to support pupils with writing. It effectively helps those pupils that find writing difficult by boosting their confidence and these pupils now write in their own time for pleasure. Each class listens to a novel each half term thus inspiring pupils' love of books. Almost all of the parents feel their children are making good progress and the inspection evidence agrees with this.

Pupils who have special educational needs make good progress. Child-friendly individual learning plans help them to have a clear understanding of how to meet their targets. A social skills group is provided for those who need it which successfully teaches them how to play and socialise with others. This enables them to work well with others in lessons.

Quality of teaching

The vast majority of parents feel that teaching is good and the inspection evidence confirms this. Some outstanding teaching was observed during the inspection. Teachers have high expectations and good subject knowledge and this was seen in a Year 6 lesson where pupils were using probability to investigate the concept of 'fairness'. Teachers successfully plan and prepare interesting lessons. Well known authors have shared stories with the pupils who have heightened their interests in both reading and writing. A typical comment made by a pupil is, 'I want to be a published author and write books when I am older.' In the least effective lessons there were missed opportunities for pupils to do their own research particularly when they asked interesting questions. This was observed in a lesson where pupils asked questions about other religions but time was not planned for them to independently go and find out the answers for themselves.

In the best lessons teachers ensure that pupils make best use of the school's resources such as a thesaurus, dictionaries and laptops. Work in the pupils' books and work displayed around the school is of a high quality. Books show that in the best lessons teachers' marking is personalised, evaluative and clearly explains the next steps pupils need to make further progress. However, this is variable across the school and while some marking is very detailed and analytical, the same piece of work in another class is marked with little detail. Pupils have good opportunities to participate in peer and self-assessments. Even in some of the best lessons there were missed opportunities to ask pupils to discuss their learning.

Teaching is good in the Early Years Foundation Stage. Teachers have effectively created a stimulating and well organised learning environment that challenges children's imagination. This was seen where a group of children enjoyed exploring artefacts from the Victorian era such as using a mangle, a scrubbing board and a tub to wash some clothes. Another group was highly engaged in observing the movement of a couple of extremely large African snails creeping around in their containers.

Disabled pupils and those with special educational needs are taught well as teachers' planning is very detailed and their needs are well catered for. The teaching assistants are highly trained and very skilled at ensuring pupils equally access and actively participate in lessons. This was seen in a lower set in a Year 6 lesson where pupils were describing a monster and were well supported by having a useful scaffolding prompt sheet to tease out their ideas.

Behaviour and safety of pupils

A very large majority of parents and carers feel that behaviour is good. A few parents and carers were concerned about low level disruption affecting lessons. The inspection found incidences of pupils being unpleasant to each other verbally are rare and disruption to lessons is untypical. Pupils are very confident that staff will deal with these types of incidences fairly and effectively. Discussions with pupils and inspection evidence confirm that behaviour and bullying are typically good over time. Circle time helps them to know about friendships and understand what type of games to play at break times. Well known and well managed procedures to promote good behaviour are fully understood and are seen as fair and effective. A typical comment by a pupil is, 'Everybody makes mistakes, but can be forgiven'. Almost all of the pupils are very polite, courteous and very friendly. They are respectful and very friendly to all visitors. In lessons they support each other well and have positive attitudes to learning. Pupils respond extremely well to praise and enjoy working towards whole school praise such as outstanding work awards and merit badges.

Almost all of the parents and carers feel that their children are safe at school and the inspection evidence agrees with this. Pupils themselves feel safe in school and know how to keep themselves safe in different situations such as when crossing the road, riding their bicycles and when using the internet. Attendance is above average as pupils enjoy coming to school and almost all arrive on time.

Leadership and management

All key leaders have high aspirations for the school. It has coped extremely well with the upheaval of moving everyone into a new building and with major changes to the teaching staff. Questionnaires show that staff morale is high. The very large majority of

questionnaires from parents and carers are positive. A few parents do not feel they are given enough support with how to help their children to complete their homework. Regular monitoring, comprehensive tracking systems created by the school combined with an accurate self-evaluation have helped the school to focus on the right priorities. Effective professional development and performance management of staff have helped to increase the proportion of good and outstanding teaching and drastically reduce any satisfactory ones. All of this together with improved achievement and quality of teaching show that the school has good capacity to improve further. The governing body knows the school extremely well and is highly visible in the school. It provides good challenge and support ensuring that safeguarding meets statutory requirements.

Discrimination is not tolerated in any form and all leaders effectively promote equality of opportunity. An example of this is where particular types of reading books are bought to capture the boys' interests in reading.

The curriculum is broad, balanced and relevant with a good focus on mathematics and English to develop pupils' basic skills. Enterprise projects help pupils to apply their use of basic skills to real life situations. Older pupils are given a budget to shop at a local supermarket, and they also analyse their past test results. Some of the pupils' work such as monitoring and analysing the school's energy use and planting 250 blue bells and 1000 daffodils have helped in achieving the 'Eco Silver Award'. Pupils run their own radio club helping to build confidence and communication skills. All of these show how the curriculum promotes good spiritual, moral, social and cultural development as pupils learn well together and become independent learners.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 June 2012

Dear Pupils

Inspection of Willerby Carr Lane Primary School, Hull, HU10 6JT

Thank you for helping all of us to feel welcome and for sharing your work. We enjoyed our discussions with you and listening to your views about the different clubs that you go to. During our visit we observed your lessons; looked at your work; analysed the responses to the questionnaires; had meetings with your leaders and briefly watched your performance on a DVD. We were impressed with your singing and with the way that you played the guitars.

You go to a good school where you feel safe and enjoy learning. When you leave you achieve above the national average in reading, writing and mathematics. Too few of you reach the highest levels in those subjects though. Teaching is good. The teachers work extremely hard in planning and preparing your lessons and making them fun. They have helped you to become independent learners. Behaviour is good and you feel safe in school. You told us that you are confident that staff will sort out any issues. All of the teachers have worked hard in helping you to continue to achieve while the school went through many significant changes including moving into a new modern building.

We have asked the school to get more of you achieving the highest levels in reading, writing and mathematics and have suggested ways that they can do this.

You can help by trying to achieve your best in all of your lessons and by letting your parents and carers know when you have homework.

Yours sincerely

Sharona Semlali
Lead inspector

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