

Neasden Primary School

Neasden Close, Hull, HU8 0QB

Inspection dates 1–2 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	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.

- Leadership and management are outstanding. The headteacher provides strong, purposeful and caring leadership. She is well supported by senior leaders. They have taken highly effective action and worked relentlessly to improve the quality of teaching so that now all groups of pupils are achieving well.
- Leadership at every level is highly effective. Subject leaders are knowledgeable and support their colleagues well in raising standards.
- Teaching is at least good. Teachers know the pupils well. They are skilful in planning and assessing activities in lessons to ensure they engage and challenge all groups of pupils well.
- The teaching of handwriting is exceptionally strong and consistent across the school. Pupils' handwriting and presentation of their work is outstanding.
- Behaviour is outstanding and pupils have positive attitudes to learning. They concentrate when working alone and collaborate well when working together. This has a positive impact on their learning and achievement.
- Pupils feel very safe in school because adults provide high quality guidance and support. Measures to ensure pupils are safe are robust.
- Relationships between pupils and staff are excellent. Attendance is above average.
- The governing body is highly effective and shares the headteacher's commitment and ambition to continue bringing about improvements. Governors are active in their roles and have extremely good knowledge of how well the school is performing. They support and challenge school leaders very effectively.
- The school works closely and effectively with other schools within the Innovation, Creativity, Aspiration (ICA) Trust. Staff benefit from the sharing of good practice within the partnership.
- Early years provision is good. Children enjoy their learning and staff help them to develop the skills they need to be well prepared for Year 1.
- The school provides good opportunities for pupils' spiritual, moral, social and cultural development. In this way, pupils are well prepared for life in modern Britain.

It is not yet an outstanding school because

- There are inconsistencies in the emphasis given to spelling, punctuation and grammar in teachers' marking of pupils' work.
- Pupils' instant recall of basic mathematical facts is insecure, which slows their progress in calculations and problem-solving activities.
- The most able pupils do not always move on soon enough to tasks that challenge their thinking skills. These are known in the school as 'mastery challenge tasks'.

Information about this inspection

- The inspectors observed teaching and learning in 17 lessons or part lessons. Six observations were undertaken jointly with the headteacher.
- Inspectors examined samples of pupils' work in books and on display. They listened to pupils read and spoke to pupils about their enjoyment of reading.
- Pupils' behaviour was observed around school, in lessons, during assembly, at playtime, during the breakfast club and during lunchtime in the dining hall.
- Meetings were held with the headteacher, other teachers, groups of pupils, four governors and a representative from the local authority. Informal meetings were held with parents as they arrived at the school with their children in the morning.
- The inspectors looked at a range of evidence, including the school's self-evaluation and improvement plans, the school's checks on its own performance, the analysis and tracking of pupils' progress, documentation on behaviour and safeguarding, the school website and information on attendance.
- Inspectors took account of the 18 responses to the Ofsted online questionnaire (Parent View,) an email and letter received from parents and of the 20 completed staff questionnaires. Inspectors also looked at an analysis of parents' responses to the school's own recent questionnaire.

Inspection team

Lindsay Hall, Lead inspector	Additional Inspector
Susan Twaits	Additional Inspector
Geoffrey Dorrity	Additional Inspector

Full report

Information about this school

- Neasden Primary School is an average-sized primary school.
- Children in the Nursery class attend part-time and all children in the Reception class attend full-time.
- Almost all pupils are White British . Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is above average. The pupil premium is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics, by the end of Year 6.
- The school has a breakfast club which is managed by the governing body.
- Neasden Primary School converted to become an academy school in October 2013. When its predecessor school of the same name was last inspected by Ofsted it was judged to require improvement overall. It is now part of the ICA Trust.
- The governing body was reconstituted when the school converted to an academy in October 2013. The majority of governors were new to the governing body.
- The school is due to relocate to a new building on the school site in February 2016.

What does the school need to do to improve further?

- Strengthen teaching to outstanding by ensuring:
 - spelling, punctuation and grammatical errors are highlighted in teachers' marking in line with the school marking policy
 - pupils' instant recall of mathematical facts is secure to support calculations and problem-solving activities
 - the most able pupils move on to the school's 'mastery challenge tasks' to promote independent thinking skills as soon as they are able.

Inspection judgements

The leadership and management are outstanding

- The headteacher is highly visible in the school and leads by example. She provides strong, purposeful and caring leadership and is well supported by senior leaders. Senior leaders work closely as a team and have taken highly effective action and worked relentlessly over the last two years to improve the quality of teaching so that now all groups of pupils achieve well.
- The school's own self-evaluation is highly accurate and demonstrates that leaders have a precise knowledge of the strengths and areas for development of the school. There is a seamless link between school improvement planning, teachers' performance targets and the highly-effective training staff are offered. The effectiveness of this system has been a major factor in the rapid improvements in teaching and how well pupils do.
- The headteacher and senior leaders, including the leader of the early years, work alongside teachers in their classrooms for a week at a time. They teach with them, observe and mentor and give detailed guidance and feedback to help teachers improve and develop their practice. However, they do not always ensure that the marking policy is fully effective. Morale is high in the school and there is a shared desire amongst all staff to continually improve and develop the very best practice. The information gathered is used to identify and provide appropriate training opportunities for staff to develop their skills further. Professional development is sought from within the school, through the cluster of schools within the ICA Trust and from consultants.
- The roles of middle leaders have been very well developed. These staff now contribute significantly to improving the quality of teaching. They support colleagues to improve their practice by checking planning, looking at work in books and observing lessons. Following these activities, middle leaders provide helpful guidance, identifying strengths and areas for development.
- Pupils' spiritual, moral, social and cultural development is promoted successfully through the good examples set by members of staff and discussions in assemblies and lessons. It is supported exceptionally well by the range of subjects and activities available to them, such as the special theme day for Easter, singing in a festival at the Hull City Hall and organising the termly class community cafes to raise funds for charities. Leaders, including governors, promote tolerance and respect for all cultures and backgrounds, preparing pupils well for life in modern Britain.
- Leaders make sure that the curriculum is planned effectively so that it has good breadth and balance and motivates pupils well resulting in very positive attitudes to learning. It has ensured the new curriculum for 2014 has been fully implemented and that English and mathematics skills are taught well. However, there is insufficient emphasis on some pupils securing instant recall of basic mathematical facts to aid speedier calculation. New assessment arrangements are fully in place to record the progress and attainment of pupils from term-to-term without using National Curriculum levels. The curriculum is enriched by visitors to school and a regular programme of educational visits. Pupils have the opportunity to attend a residential visit in Year 6 and each term there is an educational day visit for each class to enrich learning at the start of a new topic.
- The school takes the provision of equal opportunities very seriously. It has been highly effective in supporting disabled children and those who have special educational needs and disadvantaged pupils who are entitled to support through the additional pupil premium funding. These pupils are provided with extra activities and individual support programmes to ensure they make the same good progress as other pupils. The school fosters good relations and will not tolerate any discrimination.
- The primary school sports funding has been spent well to ensure that teachers have greater confidence and skills in teaching sports through working alongside a specialist sports coach. Pupils also have extended opportunities for participation in sport and sporting competitions with other schools. An increased number of pupils attend the wide range of lunchtime and after-school sports clubs and the Change4life club, which promotes well-being and healthy eating.
- Safeguarding arrangements fully meet requirements. They are highly effective and ensure all members of the school community are kept safe and secure. Any concerns, however small, are reported by well-trained staff and are followed up swiftly. Those whose circumstances make them vulnerable are closely monitored and there are regular opportunities for these pupils to have their voices heard. There are careful records and checks made about all adults that come into school or associate with pupils at any time.
- The local authority recognises that this is a rapidly improving school and deems it only in need of their 'light touch' support. It has provided effective support at the school's request. The specialist support has been of high quality and contributed to specific aspects of improvement in the quality of teaching.

■ The governance of the school:

- The governing body is highly effective and has a clear understanding of the school's strengths and areas for development. Governors bring a wide range of professional skills to the governing body and selectively recruit new governors when there is a vacancy, to strengthen their expertise. Governors involve themselves in the life of the school and see for themselves how well it is doing. They receive detailed reports, including the quality of teaching and its impact upon pupils' learning and progress from the headteacher and senior staff leaders. They ask leaders challenging questions to make sure that the school is continuing to improve and also hold them to account for the performance of different groups of pupils against national standards. They monitor the budget rigorously, including the use and impact of the primary sports funding and the additional pupil premium funding. Governors have been exceptionally supportive drawing on their expertise for monitoring the financial arrangements connected to the building of the new school.
- Governors appreciate how the appraisal system has contributed to the good teaching. They make sure that teachers' pay rises are linked to the progress that pupils make and that teachers have high-quality training opportunities. They also recognise the outstanding leadership of the headteacher. Governors are fully aware of systems in place to tackle any underperformance in teaching, should this ever occur. All governors are highly committed and carry out their statutory duties well. They make sure that national requirements for safeguarding and child protection are fully met.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are helpful, courteous and considerate to each other and to adults. They behave very well in the classroom, in the playground, the dining hall and around the school. The school's records show that excellent behaviour is typical over time. There are very few recorded incidents of misbehaviour over the course of a year. This is also supported by pupils', staff and parents' views.
- In all classes, pupils' attitudes to learning are exceptionally strong. There is a calm, purposeful atmosphere in lessons which has a positive impact on pupils' learning. Pupils quickly settle to their work, concentrate well, cooperate and support each other on shared tasks.
- Behaviour management is consistent across the school and pupils respond instantly to the adults' requests. Incidents of low-level inappropriate behaviour are very rare and there are warm, respectful relationships throughout the school.
- Pupils enjoy their learning and take exceptional pride in their work. The recently introduced new approach to handwriting has resulted in exemplary handwriting across the school, starting in the early years.
- The school has very thorough procedures for checking and improving individuals' attendance. Attendance is above average. There have been no exclusions and pupils arrive on time in the morning. The breakfast club and the work of the learning links officer have contributed to raising attendance.
- Pupils are keen to take on additional responsibilities. Older pupils write a letter of application and attend an interview for various jobs in the school, such as energy officer, receptionist, library or friendship monitor, assembly assistants and early years lunchtime supervisors, all of which contribute to the family feel of the school. Pupils also understand the importance of helping others who are less well off than themselves and raise funds for local, national and global charities.
- Assemblies provide opportunities for pupils to reflect. During an assembly observed during the inspection, pupils were given the opportunity to think about the school motto of 'Aim high, reach for the sky'. Pupils shared their aspirations and thoughts about career choices for the future and how working hard in school and having socially acceptable behaviour and a good attitude to work could help them get a good job. Such opportunities contribute well to their spiritual, moral, social and cultural development.

Safety

- The school's work to keep pupils safe and secure is outstanding. Policies and procedures for safeguarding are clear and are embedded in practice. Staff are keenly aware of their responsibilities to protect pupils and keep them safe. Risk assessments have been carried out to ensure the school buildings and grounds are safe and secure, especially during the on-going building works. The headteacher and staff ensure that the school is a stimulating place where pupils can learn and thrive.
- Child protection procedures are robust and staff and governors have been appropriately trained to be aware of risks and know how to respond quickly and report any concerns. The welfare of pupils who are deemed to be particularly vulnerable is monitored very closely.
- Discussions with pupils, records of incidents and parents' responses to Parent View and the recent school's

own survey indicate there is very little bullying in the school. Pupils report that bullying is very rare. They have a good understanding of the difference between an argument and bullying. They demonstrate a very clear understanding of the different forms of bullying, including persistent name calling and cyber-bullying. Pupils know what to do if they have any concerns and are confident that any of the adults in school will help them.

- Pupils' understanding of risk is supported well by the curriculum. They show a good understanding of internet and e-safety when using computers and know how to keep themselves safe at school, at home and on the roads. They benefit from visiting professionals who highlight the dangers posed by, for example, strangers, drugs and alcohol and older pupils visit a specialist centre to learn about everyday risks and complete a short first-aid course.
- Pupils were emphatic that they feel safe in school and an overwhelming majority of parents also support this view.

The quality of teaching

is good

- Teaching has been strengthened considerably over the previous two years and is consistently good with some that is outstanding. The improvements to teaching have had a positive impact on pupils' behaviour, learning and achievement. Teaching enables all groups of pupils to make good progress in reading, writing and mathematics.
- Good relationships exist in all classes and this has a positive impact on pupils' motivation and achievement. Teachers have high expectations of pupils' behaviour and academic achievement. Pupils enjoy lessons and told the inspectors that the work is 'really interesting and teachers make learning fun'. They are keen to contribute and share their ideas.
- The teaching assistants are highly committed to their roles and work closely with teachers to provide skilled support that moves learning on for all groups of pupils including disabled pupils and those who have special educational needs.
- Teachers have secure subject knowledge and give pupils clear explanations about what they need to do to complete tasks successfully. Teachers plan work carefully to challenge pupils of all abilities. They also use high-quality questioning to assess pupils' understanding and check carefully on pupils' work and progress during the course of lessons. This enables them to identify any misunderstandings and further explanation can be given. Examples of pupils' good work are used effectively to support learning. Those pupils who demonstrate they understand a concept are immediately moved on to more challenging work, ensuring lesson time is used productively. However, occasionally the most able pupils do not move on soon enough to the school's 'mastery challenge tasks' to promote independent thinking skills.
- The teaching of mathematics is effective throughout the school in ensuring that pupils gain a thorough understanding of mathematical processes and apply them in solving increasingly complex problems. However, some pupils lack some basic number skills and too many cannot instantly recall basic mathematical facts, such as multiplication and number bonds. This slows their work in lessons.
- Good teaching ensures pupils progress well in writing and there are plenty of opportunities to write at length in all subjects. Pupils rise to the challenges that teachers provide across a wide range of writing styles, including persuasive writing, poetry and factual accounts. Pupils are encouraged to use adventurous vocabulary and are confident at using thesaurus' to support their word choices from Year 2 onwards.
- The teaching of reading is good. School leaders have worked hard to improve how pupils are taught to use phonics (the link between letters and their sounds) to read. Pupils make good progress in reading and they use their understanding of phonics to work out unfamiliar words, both when reading and when spelling. During the daily guided reading sessions, older pupils regularly complete comprehensions on their books, in their 'Spy Journals'. These are challenging and support the development of higher reading skills, such as prediction and inference.
- Teachers mark pupils' work regularly and thoroughly against the lesson objective and success criteria across all subjects. They give pupils valuable feedback about their work and about what they can do next to develop their learning to which pupils respond. Spelling, punctuation and grammar are given due emphasis during lessons, although there are inconsistencies in how teachers respond to inaccuracies when marking pupils' work.

The achievement of pupils is good

- Children get off to a good start in the Reception Year, where they are taught well and make good progress. Lesson observations and work in pupils' books show that this good progress is maintained through the rest of the school. Through stronger teaching the school has raised pupils' attainment and accelerated their progress in both Key Stages 1 and 2 over the previous two years.
- The proportion of pupils reaching the expected standard in the Year 1 phonic screening check has increased. This is due to improved teaching and careful assessment of pupils' understanding and ability to use and apply phonics knowledge. In 2014, the proportion of pupils reaching the expected standard was below the national average, but this year this has improved and is now in line with the national average.
- In end of year assessments for Year 2 in 2014 and 2015, pupils' attainment in reading was in line with national averages, whilst in writing and mathematics it was a little above the national average. The proportion reaching the higher National Curriculum Level 3 has remained in line with national averages. This represents good and sometimes outstanding progress from varied starting points on entry to the school.
- There has been marked improvement in achievement in the end of Year 6 national assessments over the last two years. Attainment in mathematics, reading and writing is above the national average, with above the national average reaching the higher National curriculum Level 5 in all subjects. An above average proportion reach the highest Level 6 in mathematics. The proportion making expected progress in reading, writing and mathematics is above the national average. In mathematics and writing, the proportion making more than expected progress is above the national average, but just below the national average for reading.
- Pupils successfully develop and use a range of strategies to support their reading, including phonics skills. As a result, pupils learn to read confidently and with expression. Younger readers use phonic knowledge well to help them read unfamiliar words and have a good understanding of the way books are structured. Older pupils talk with enthusiasm about favourite authors and the types of book they like to read and their love of books is developed as they move through school. When they reach Year 6, pupils are confident and use a wide range of reading skills to bring stories to life. One pupil explained he enjoyed reading because, 'you get pictures in your head, especially when there's a cliff-hanger, which hooks you into the story.'
- The quality of writing has improved over the previous two years and pupils have plenty of opportunity to write for different purposes and across a wide range of subjects. Pupils' handwriting skills have improved considerably since January this year. This is due to the whole-school focus on correct letter formation moving on to beautifully joined handwriting. There are very high standards of presentation of all written and topic work.
- Over the last two years, the most able pupils have been challenged well in all year groups. By the end of Key Stage 2, they have made good progress as evidenced by the above average proportion reaching the higher National Curriculum Level 5 in reading, writing and mathematics. This continues to be the case with an increased proportion reaching National Curriculum Level 5 in writing this year. Current school assessment indicates a maintained high proportion of pupils reach National Curriculum Level 6 in mathematics. Good levels of challenge were observed in lessons.
- The school is successful in promoting equal opportunities. The proportion of disadvantaged pupils in each year group varies widely. However, almost all are now making the same good progress as their classmates in all year groups and better progress than other pupils nationally, and those without special educational needs and disabilities are working at similar levels to their classmates. Any gaps in their attainment have almost entirely closed, both in-school and nationally. Their attainment in national tests is above national averages in reading and writing and marginally below in mathematics,
- The progress of disabled pupils and those who have special educational needs is good. In the classroom, support is closely matched to their needs and information on pupils' performance shows that the good range of interventions has been effective in accelerating the progress of these pupils.

The early years provision is good

- Children in the early years make good progress from their various starting points. Many children join the school with skills and knowledge that are typical for their age, although early speaking, reading, writing and personal and social skills are less well developed. The children who join the school with skills lower than those typical make rapid progress, and the majority of children leave the early years well prepared for Year 1.

- Excellent relationships support children’s learning effectively and children behave well, are kept safe and enjoy the activities that are planned for them. Children are well cared for and all aspects of safety are carefully thought through. The learning environment, both in the classroom and outside is vibrant and exciting and children are encouraged to make full use of the equipment and resources available to them.
- Teaching in the early years is consistently good and sometimes outstanding. Most teaching skilfully develops the learning of the children. Teaching assistants work closely with the teachers and all adults use questioning and discussion effectively with the children to promote language and to effectively develop children’s personal and social skills.
- The early years staff have developed close working partnerships with parents. They are very positive about the progress their children have made since they joined the school and about the transition arrangements for the children. Parents were unanimous in their praise, with some deliberately coming from outside the school’s catchment area to take advantage of this welcoming and effective setting. They appreciate the opportunities they are given to find out about what their children are learning and say communication is very good.
- Detailed ‘learning journals’ are maintained which record children’s progress in all areas of learning through pictures, evidence of work and written assessments. Parents also contribute towards these records.
- Phonics is taught well through daily sessions to help children to build simple words they can use in their writing. There are plenty of opportunities for children’s independent writing in the classroom, but opportunities are sometimes missed to promote independent writing in the outside area. Written work seen during the inspection, incorporating handwriting, spelling and punctuation is of a high standard relative to their age.
- Leadership and management of the early years are very strong. The coordinator models good practice and relentlessly focuses on improving teaching and learning across the setting. Data is used effectively to identify any areas for development. Accurate on-going assessment quickly identifies any gaps in any individual child’s progress so that additional support can be put in place.

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	140247
Local authority	Kingston upon Hull City of
Inspection number	462255

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	264
Appropriate authority	The governing body
Chair	Gary Jordan
Headteacher	Nicola Loten
Date of previous school inspection	Not previously inspected as an academy
Telephone number	01482 791169
Fax number	01482 781076
Email address	admin@neasden.hull.sch.uk

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