

Inspection of Francis Askew Primary School

North Road, Hull, HU4 6LQ

Inspection dates: 25 and 26 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Adults have high expectations of all pupils at Francis Askew Primary School. Pupils are motivated to learn about many of the subjects they study. They aspire to meet the 'REACH' values of the school. When pupils are resilient, expressive and aim to do their best, they know they will attain a reward. Pupils are happy and safe.

Most pupils are polite and respectful towards others and demonstrate positive attitudes to learning. At playtimes, pupils play well together building dens, balancing on beams and cooking in the mud kitchen. Pupils understand what bullying is. If it happens, teachers resolve it promptly.

There are many opportunities for pupils to develop their talents and interests. Pupils enjoy attending basketball, football and reading club. There is opportunity for all pupils to learn to play a musical instrument. The annual residential visit helps older pupils to develop their teamwork skills, as well as providing opportunities to participate in adventurous activities such as rock climbing and archery.

Teachers help pupils to show respect and to care for everyone in the same way. Pupils are respectful of difference. Some pupils have important roles in school, such as head and deputy head of the school council. However, opportunities for pupil leadership are limited. For example, pupils do not routinely have chances to vote for their peers and to learn about democracy.

What does the school do well and what does it need to do better?

Leaders have developed a curriculum which inspires pupils to learn. They have broken down learning into small steps. This helps pupils to be successful. Subject leaders have identified the knowledge that they want pupils to learn. In subjects such as science and art, curriculum thinking is strong. In these lessons, teachers make appropriate choices for the content of their lessons. Pupils are successful and can talk about their learning. However, in some lessons, for example English, leaders' ambitious subject planning is not currently realised. Teachers' choice of lesson content does not consistently support pupils to achieve their full potential, particularly in writing.

Leaders have recently evaluated and adjusted the teaching for pupils with special educational needs and/or disabilities (SEND). They have carefully considered the resources needed to support pupils to access the curriculum alongside their peers, such as providing specialist writing and cutting equipment. Pupils are able to access learning within their class and in small groups. Adults are perceptive to the needs of these pupils. The curriculum is adapted to ensure that they can meet their individual targets. With the support of their teachers, pupils with SEND develop confidence in their ability to achieve.

Early reading is taught consistently. All adults follow the school's phonics programme and teach phonics with care. They revisit prior learning to check that pupils can

recall the sounds that they have previously been taught before moving on. Pupils read books that are matched to the sounds that they know. Small-group phonics lessons are in place for pupils who are struggling with learning to read and need to catch up.

Reading is celebrated in many ways across the school. Pupils enjoy listening to their teacher read their class reading book to them. Adults use assemblies to talk about books, and the after-school reading club also encourages pupils to read.

The curriculum in the early years is well organised and logically sequenced. Teachers know and use the vocabulary that they want children to learn. Children use this vocabulary in their play. For example, children recreated playing in the swimming pool on holiday with toy animals and building resources. They concentrate on tasks when working in small groups and independently. Children cooperate well together.

There is a carefully considered personal, social and health education curriculum in place to support pupils' well-being and wider development. Pupils understand how important it is to stay active and eat healthily. They celebrate and respect difference. Pupils learn about religious celebrations and ceremonies from different faiths.

Leaders have worked with local partners to improve the systems to check pupils' attendance. This work has had a positive impact on pupils' attendance. Leaders communicate the importance of attending school to parents and carers.

The chief executive officer and trustees have been partners in reshaping the strategic direction of the school. The executive leadership team members know the school well. They work alongside school leaders to make quick but sustainable improvements in the school. Trustees perform the required statutory duties diligently. They hold senior leaders to account for the quality of education in the school. Teachers feel well supported in the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that safeguarding systems and procedures are securely embedded in the school. All adults take part in an annual training programme. They know how this training will help them to spot pupils who may be vulnerable or at risk. Relevant staff undertake safer recruitment training. Leaders work with local partners to make sure that appropriate support is in place for all pupils and their families. Leaders ensure that all adults who work in and visit the school have undergone the correct checks needed. Pupils can explain how to stay safe when crossing the road and when near water. They learn how to keep safe online and when using new technologies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching is not consistent in all subjects. Sometimes, teachers do not make appropriate choices about lesson content. This means that pupils do not achieve the highest possible outcomes, particularly in writing. Leaders should ensure that teachers are supported to make appropriate pedagogical choices so that pupils are able to achieve their full potential.
- Opportunities for pupil leadership in the school are limited. As an example, pupils are not routinely given opportunities to vote for their peers or to take part in democratic activities. This means that they are not fully prepared for life in modern Britain. Leaders should ensure that all pupils are taught about democracy and that they have meaningful opportunities to develop their leadership skills.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141078
Local authority	Kingston Upon Hull City Council
Inspection number	10257065
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	Board of trustees
Chair of trust	Neil Porteus
Headteacher	Laura Martin
Website	www.francisaskewprimary.org
Date of previous inspection	23 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.
- The school joined The Constellation Trust in February 2017.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, curriculum leaders and other staff. They reviewed a range of documentation.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, science and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with leaders with overall responsibility for safeguarding and looked at school safeguarding records. They also reviewed the single central record.
- Inspectors considered responses to Ofsted’s staff survey and to the Ofsted Parent View online questionnaire, including any free-text responses. Inspectors talked to pupils to gather their views on school life. They also talked to parents.

Inspection team

Lesley Allwood, lead inspector	Ofsted Inspector
Chris Jennings	Ofsted Inspector
Roger Ward	Ofsted Inspector

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