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13 April 2011

Mrs E Butler
Headteacher
Foredyke Primary School
Flinton Grove
Preston Road
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Dear Mrs Butler

Special measures: monitoring inspection of Foredyke Primary School

Following my visit with Mrs Judy Jones additional inspector, to your school on 11 and 12 April 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place on 3 and 4 November 2010. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly Qualified Teachers may be appointed.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Kingston upon Hull City of.

Yours sincerely

Wendy Ripley
Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place on 3 and 4 November 2010

- Ensure that, in all subjects, all pupils make faster progress by:
 - improving the curriculum so that it meets the needs of all pupils
 - sharpening the quality of advice and guidance given to pupils so that they are left in no doubt as to what they need to do to improve the quality of their work
 - improving the quality of teaching so that it is consistently good or better
 - ensuring that support staff are effectively deployed and led.

- Improve attendance so it is at least average by:
 - collaborating with the federated partner school to devise strategies to improve attendance and punctuality
 - working closely with families and outside agencies.

- Ensure that leaders and managers at all levels drive improvements by:
 - working closely with leaders from the federation partner school to establishing systems to monitor and improve the quality of teaching and learning
 - ensuring that staff thoroughly understand assessment data and use them effectively to challenge pupils and ensure that they receive the support they need
 - devising systems to monitor pupils' progress and taking prompt, decisive action to identify and arrest underachievement.

Special measures: monitoring of Foredyke Primary School

Report from the first monitoring inspection from 11 Apr 2011 to 12 Apr 2011

Evidence

Inspectors observed the school's work, including observations of 13 part-lessons which ensured that all eight class teachers were observed at least once. They scrutinised documents and met with the executive headteacher and head of school, key staff from within the school and from Thanet Primary School, which is the partner school in the hard federation. They also met with members of the governing body, a local authority representative and a group of children from Key Stage 1 and Key Stage 2.

Context

The school has continued to experience the disruption to staffing reported at the last inspection. During this inspection the Year 1 and Year 4 classes were being taught by temporary teachers appointed on fixed-term contracts. Appointments have been made to bring the staffing to full complement from the start of the summer term. Security arrangements have been strengthened. The playground area immediately in front of the main school entrance has been enclosed. Once the school day has started visitors can only cross this to access the school through an electronically operated gate. The CCTV and intruder alarm systems have been upgraded. A separate entrance has been created for the Early Years Foundation Stage. A new reception area has been formed. A fitness trail has been built outside. Indoors, the accommodation has been reconfigured so that all of the teaching and support rooms are concentrated around one of the three quadrangles, and the unused areas of the building closed off. Some of the larger classrooms have been subdivided to make rooms that are more conducive for the smaller group sizes and to create rooms to deliver targeted support for individual children and small groups of pupils. The mixed age group classes in Year 3/4 and Year 4/5 have been split to create three distinct year groups with less than 20 pupils in each group.

Pupils' achievement and the extent to which they enjoy their learning

The school's latest progress data highlight that although still too inconsistent, pupils are making faster progress. Writing remains the weakest aspect across all year groups. Lesson observations and inspectors' scrutiny of a sample of pupils' work in their books confirm that almost all pupils are now making better progress in lessons.

The most recent school data indicate that in Key Stage 1, more pupils are closer to making expected levels of progress than in previous years. Attainment in reading and writing and in mathematics in particular is beginning to rise as a result. Even so, pupils' attainment at the end of the current academic year is expected to be well below national expectations. This is largely because almost all of the pupils in the current Years 1 and 2 left Reception with very

low attainment. In Key Stage 2, attainment is rising in Years 3, 4 and 5 from a very low base as a result of pupils' better progress. In the current Years 6, more pupils are on track to attain standards that are in line with national expectations in English and mathematics at the end of this academic year than in previous years.

In the majority of classes, pupils now look forward to their work and are increasingly enjoying their learning. Most pupils settle quickly to their tasks, respond to the teacher's questions eagerly and enjoy working with each other.

Progress since the last section 5 inspection on the area for improvement:

- Ensure that, in all subjects, all pupils make faster progress – satisfactory

Other relevant pupil outcomes

Attendance has improved but remains below average. This is largely as a result of the persistent absence of a small minority of pupils. Similarly, poor punctuality is also hindering the learning and progress of a small minority of pupils.

Marked improvements in pupils' behaviour have been achieved as a result of the implementation of a range of well thought through strategies. For instance, the school opening time has been brought forward by ten minutes to create a calmer start to the day. Some fully-justified fixed-term exclusions were made in the autumn term. Clear messages about high expectations through assemblies for example, have ensured pupils are becoming increasingly aware of the consequences of any misbehaviour for themselves and others.

Progress since the last section 5 inspection on the areas for improvement:

- Improve attendance so it is at least average – satisfactory

The effectiveness of provision

Lesson observations and school leaders' rigorous and regular monitoring of teaching and learning provides secure evidence of some previously satisfactory teaching moving to good. Staff are responding extremely well to the challenge and support that working with colleagues from the federated school provides. Teachers and teaching assistants have benefited from some good development and training opportunities. As yet however, there has been insufficient time or capacity to consider how to deploy teaching assistants more effectively and how to make best use of their individual strengths.

Regular tracking of pupils' progress means teachers are taking more account of the different stages pupils have reached when they plan activities. The best lessons are being structured to help pupils take small steps in learning. They maintain a brisk pace and provide an interesting variety of activities tailored more closely to different levels of ability. Increasingly, teachers are keeping a close eye on pupils' responses to questioning and problem-solving

tasks. Consequently they are becoming more adept at adjusting lessons to recap on areas pupils find difficult or to provide timely assistance for individuals.

Reliable assessment strategies have identified that writing, spelling and presentation are the weakest aspects of learning across all year groups. Some very effective actions to improve these have been put in place. For example, the 'Every Child a Reader' and 'Every Child a Writer' support initiatives have been introduced with the help of staff from the federated school. The individual education plans for each pupil identified as having a special educational need and/or disability have been reviewed. As a result more appropriate support is being put in place and monitored much more closely.

The 'tickled pink' and 'green for go' marking system is being used consistently by teachers to provide helpful guidance for pupils about what they need to do next to improve work. Older pupils in particular are beginning to use this system effectively to mark each others' work and to reflect and comment on their own progress and achievements. Despite these considerable strides forward, senior leaders recognise there is more work to do to sharpen the advice and guidance that staff provide for pupils and to ensure pupils know, understand and can contribute to their individual learning targets.

The curriculum is improving. Pupils talk enthusiastically about how interesting they are finding the new approaches to learning. While there are some examples of links being established across the curriculum and between subjects, school leaders acknowledge these are in the early stages of development.

The effectiveness of leadership and management

The executive headteacher has made an outstanding contribution to the life of this school in a very short period of time. Working in close partnership with the acting head of school, she has tackled underperformance decisively and effectively. The climate of the school has been dramatically transformed resulting in a warm and purposeful atmosphere where pupils have been quickly tuned back into learning.

Plans and strategies are targeted at the right priorities. They are working extremely well because they are succinct, straightforward and readily understood. Rigorous evaluation ensures that systems are being used consistently. Actions are reviewed regularly and revised if need be. Staff have been well supported to introduce the new strategies through appropriate training and development and the links with colleagues at Thanet School.

The staffing difficulties have been handled very carefully to ensure minimum disruption to the pupil's learning. The deficit budget is being managed prudently. Negotiations with the local authority to secure future stability are currently taking place. The governing body are very well informed about all aspects of the school's work as a result of the high quality reports the executive headteacher provides. Safeguarding arrangements are securely met.

Progress since the last section 5 inspection on the areas for improvement:

- Ensure that leaders and managers at all levels drive improvements – outstanding

External support

The local authority statement of action is matched closely to the areas identified for improvement at the last inspection and meets requirements. The quality of support from the local authority to date has been good. This has been valued by the school's leaders and has been instrumental in securing improvement.