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22 September 2011

Mrs E Butler
Executive Headteacher
Foredyke Primary School
Flinton Grove
Preston Road
Kingston-upon-Hull
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Dear Mrs Butler

Special measures: monitoring inspection of Foredyke Primary School

Following my visit to your school on 20 and 21 September 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 second 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 is 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 – good

Progress since previous monitoring inspection – good

Newly Qualified Teachers may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

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.

Yours sincerely

Wendy Ripley
Her Majesty's Inspector

January 2011



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 inspection of Foredyke Primary School

Report from the second monitoring inspection from Tuesday 20 September 2011 to Wednesday 21 September 2011

Evidence

Her Majesty's Inspector observed the school's work, including observations of teaching and learning in each phase of education and all eight classes in the school. She scrutinised school documents and reports and held meetings with staff and pupils.

Context

Staffing is now stable. The assistant headteacher and two class teachers left the school at the end of the summer term 2011. A comprehensive review of teaching assistants and other support staff has been completed resulting in new roles and responsibilities. Several new appointments have been made since April 2011. These include: one class teacher appointed to a substantive post and two on one-year contracts; a Key Stage 2 phase leader with responsibility for literacy; a Special Educational Needs Coordinator/Child Protection Officer; an Education Welfare and Behaviour Worker and a Federation Business Manager. The acting headteacher has been formally appointed as the Head of School. A Family Links and Attendance worker has been appointed to work with families and children attending both Foredyke and the federated school, Thanet. These changes mean that with effect from the start of the 2011/12 academic year, the school has a senior leadership team in place and a full complement of staff. No classes are currently being taught by teachers on short-term temporary contracts.

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

At the end of the 2010/11 academic year, children in the Early Years Foundation Stage made improved progress from well-below average starting points. As a result, the Early Years Foundation Stage profile for 2011 indicates the proportion of children reaching age-related expectations across all of the areas of learning has increased further and is now much closer to the national average. Within this overall picture of positive improvement and despite the strong progress children make in the Early Years Foundation Stage, a minority still enter Year 1 with levels of development well below those expected. Also, while some important gaps in children's development continue to narrow, the gap between boys and girls attaining a good level of development has widened. Similarly, children's key skills such as their ability to read and write, link sounds and letters, and their knowledge and understanding of the world remain much lower than usually found.

The school and local authority data show that pupils' average points scores and the proportion of them gaining expected levels of attainment by the end of Key Stage 1, in 2011, were well below average in reading, writing and mathematics. Pupils' attainment in

reading and writing was especially low. The proportion of pupils achieving nationally expected levels of attainment and progress in English and mathematics at the end of Key Stage 2 was also below national expectations. Despite this, there are clear signs of improving trends and levels of attainment are rising. The proportion of pupils who attained both English and mathematics at Level 4+ at the end of Key Stage 2, moved closer to the national average and increased considerably when compared to previous years. Decisive action that resulted in the implementation of well-targeted and intensive interventions ensured that the large majority of pupils made significantly better progress in both key stages when taking their individual starting points into account.

In all of the part-lessons observed during this monitoring inspection, almost all pupils were making good progress. Pupils settled quickly to their tasks, remained focused on their learning and were enthused by interesting and challenging activities closely matched to their needs and interests. This is because teachers are increasingly taking pupils' views into account in their planning and include them actively in their learning. Classroom environments are rich in their support for pupils' learning and support their progress towards literacy and numeracy targets well. On several occasions pupils were seen to refer to displays and the 'magpie wall' to remind themselves of key vocabulary and search for exciting words to use in their work.

Pupils' writing is generally very weak throughout the school. This is being tackled robustly through carefully targeted support for individual children and small groups of pupils. This year, for the first time, pupils are being grouped for literacy and numeracy lessons across age-ranges according to the levels of proficiency and understanding that recent assessments have identified. High standards and clear expectations are being established across the school through what pupils refer to as 'non-negotiables'. A set of ground rules that includes presentation, spelling, grammar and punctuation as well as 'zero-tolerance' for poor behaviour.

Progress since the last monitoring inspection on the areas for improvement:

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

Other relevant pupil outcomes

The increasing impact of the work of the emotional well-being and behaviour officer and more consistent application of the schools' policies and procedures such as the 'green card' system is having a good effect on pupils' behaviour. Most pupils behave well in lessons and around school. Fixed term exclusions have reduced even though there are now much higher expectations for standards of behaviour among pupils and staff.

Despite some prolonged periods of absence for some pupils resulting from outbreaks of chickenpox and a virulent sickness bug, attendance has improved compared to the previous year. While remaining below the national average, the school's overall attendance is now much closer to it. There has been a huge improvement in punctuality. In part, this is due to

the wise decision to move the start of the school day. The raft of strategies implemented to work with parents and carers and improve the quality of provision the pupils experience is paying dividends. More pupils want to come to school and do well because their interest and enjoyment are being more effectively captured and maintained and their opinions are valued and taken into consideration. All of these factors are contributing well to improving pupils' achievements and accelerating rates of progress.

Progress since the last monitoring inspection on the areas for improvement:

- Improve attendance so it is at least average – good

The effectiveness of provision

There has been a marked improvement in the quality of teaching and learning since the last visit. All of the part-lessons observed were good or better because strategies for effective teaching are being effectively embedded. Both teachers and teaching assistants share a clearer understanding of their roles and responsibilities and are working well together to implement new ideas. Their enthusiasm and willingness to reflect on their own skills, communicates itself to pupils. They, in turn, are keen to do better and collaborate well in lessons with the adults and each other.

Better tracking and assessment of pupils' progress means that teachers are taking more account of the different stages pupils have reached when they plan activities. Lessons are generally well structured to help pupils take small steps in learning so a good pace is maintained. Teachers and teaching assistants keep a close watch on how pupils respond to questions and problem-solving tasks. While there is room for further development, they are becoming increasingly skilled in giving prompt help to individuals and adjusting the lesson plan to recap on areas pupils find difficult or modify learning objectives. The school's marking scheme is being consistently applied in all classes. Teachers' written comments provide good quality feedback about what pupils have done well and what steps they can take to improve their work further. Older pupils, in particular, are using the marking scheme to reflect on their own and each others' learning, celebrate their successes and make their own well-considered judgements about what they think they need to do next.

Curriculum developments have taken great strides forward. Links between subjects are firmly established. This ensures that topics place a strong emphasis on developing pupils' literacy and numeracy skills and build in lots of opportunities for pupils to develop their writing skills. Teachers are working together closely to plan themed topics. They are consulting with pupils more often about what interests them so that they can take account of their views and adapt their planning accordingly. Pupils thoroughly enjoy the increasing number of trips and visits and meeting and working with their peers at the federated school, Thanet. This has involved, for example, collaborating on the 'mad science' day, going on a joint residential and participating in the 'children's university'. The pupils' welfare and safety remains of paramount importance to all of the staff. The curriculum now includes a greater range of activities that strengthen pupils' own awareness of their well-being such as 'kid

alert', a book week themed around healthy lifestyles and fire and road safety. The creation of new specialist support posts with clear roles and responsibilities is already resulting in better support for pupils' emotional health and well-being. This alongside more effective deployment of support staff arising out of the recent review creates more opportunities for teaching assistants to support pupils' learning in the classroom and deliver targeted interventions. Strategies to provide support for pupils with special educational needs and/or disabilities are currently undergoing a similarly robust and prudent revision and there are promising signs for future improvement.

The effectiveness of leadership and management

The executive headteacher and head of school have forged a strong and productive partnership and continue to provide authoritative, well-judged and experienced direction to the school. Systematic and rigorous monitoring and evaluation of all aspects of the school's work, including lesson observations, takes place routinely and informs improvement plans. Newly appointed members of the senior leadership team have swiftly picked up responsibility for specific leadership and management tasks, effectively increasing the capacity for future improvement. Assessment and tracking systems have been overhauled. These systems became fully operational at the start of the new academic year. However, it is too early to tell what impact this will have on raising pupils' achievement or how the assessment information generated will be used by senior leaders to hold teachers accountable for the progress of their class. Safeguarding arrangements have been strengthened and meet current requirements effectively.

Staffing issues continued to be one of the biggest challenges throughout the 2010/11 academic year. Since the last monitoring visit, securing a stable team and building leadership capacity within the constraints of a deficit budget has been a key priority in order to drive forward improvement. The recent review of support staff and some wise appointments have eliminated the school's previous reliance on short-term and temporary staffing. This has resulted in a full complement of staff and more effective staff deployment while at the same time easing the school's financial pressures somewhat. Building on the outstanding progress made previously on this area for improvement, there has been further outstanding progress. All of the actions taken by the senior leaders to date have proved to be highly effective; securing the significant improvements in the quality of provision and the much better pupil progress and outcomes observed during this monitoring inspection.

Progress since the last monitoring inspection on areas for improvement:

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

External support

The school has received excellent support from the local authority and federated school matched to specific development needs. The work of consultants around literacy, numeracy and assessment is valued by the school and has made a significant contribution to

improvement. Staff report that they are benefiting enormously from working in partnership with their colleagues at the federated school and being able to use systems such as the pupil assessment and tracking tool developed there. This is resulting in the sharing and development of good practice and boosting effectiveness and confidence.