

Foredyke Primary School

Inspection report

Unique reference number	117933
Local authority	Kingston Upon Hull
Inspection number	382359
Inspection dates	14–15 March 2012
Lead inspector	Wendy Ripley HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	The governing body
Chair	Jenny Sharp
Headteacher	Elaine Butler
Date of previous school inspection	3 November 2010
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Age group	3–11
Inspection date(s)	14–15 March 2012
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Introduction

Inspection team

Wendy Ripley

Her Majesty's Inspector

This inspection was carried out under section 8 of the Education Act 2005 as a special measures monitoring inspection. The inspection was also deemed a section 5 inspection under the same Act.

The school was given two days notice of this inspection. The inspector observed teaching and learning in seven lessons taught by the same number of teachers. A further four targeted observations were made to look specifically at the support provided for pupils with specific learning needs and to develop children's reading and writing skills. The inspector examined a sample of pupils' work including English and mathematics in their books, listened to pupils read and spoke to pupils about the opportunities they are given to develop their reading and writing skills. The inspector met with school leaders, observed the school's work and pupils' behaviour in lessons and around the school. She looked at a number of documents, including the school's development plans; key safeguarding procedures, pupil tracking and assessment information and governing body papers. The views of parents and carers and pupils collected by school leaders in the autumn term of 2011 were considered. Around a quarter of the parents and carers responded to this survey. There had been insufficient responses to the on-line questionnaire (Parent View), so this information was not available when planning the inspection.

Information about the school

Foredyke is smaller than most primary schools. Almost all pupils come from White British families and speak English as their first language. A much higher proportion of the pupils than is typical are girls. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those with a special educational need is well above average, as is the percentage of pupils with a statement of special educational needs.

In September 2010, Foredyke formed a federation with another local school Thanet, whose headteacher was appointed as the executive headteacher of both schools. The two schools share one governing body. Foredyke was inspected very soon after the federation in November 2011, when it was placed in special measures. The school then went through a period of considerable turbulence with high staff absence and turnover. There has been a stable staff team since the start of the summer term of 2011, and many improvements have been made to the building and the school grounds. The school holds a number of nationally recognised awards. The school did not meet the current government's floor standard, which set the minimum expectations for attainment and progress in the 2010/11 academic year.

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	1

Key findings

- In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.
- Outstanding leadership, effective governance and the clear and decisive direction provided by a knowledgeable, dedicated and committed staff team has secured rapid improvement. The leadership of teaching and learning and the management of performance is outstanding. Consequently Foredyke now provides its pupils with a good quality, well rounded educational experience and an equal opportunity to do well.
- While pupils' attainment and progress improved markedly when compared to previous years, pupils left Year 6 in 2011 with significantly below average levels of attainment in English and mathematics. Inspection evidence confirms that the legacy of underachievement that resulted in low standards of attainment for a number of years has been successfully eradicated. As a result, almost all pupils are currently making good progress across the whole school.
- The school is not yet outstanding because while the quality of teaching and its impact on pupils' learning is good overall, some inconsistencies remain. Teachers' written feedback helps pupils to improve their work in English and most other subjects. However, in mathematics the quality of marking is more variable. Strategies to improve reading and writing are driving up pupils' reading ages and developing their presentation and handwriting skills effectively. Nonetheless, school leaders recognise that a much sharper focus on improving pupils' spelling and correcting grammatical errors is required.
- Pupils' behaviour in lessons and around the school is good. High levels of attendance attest to their enjoyment of school. A strong emphasis on the pupils' welfare and the excellent partnerships that staff have formed with their pupils promotes their self-confidence, independence and fosters positive attitudes to learning.

- The good curriculum provides rich opportunities to broaden pupil's experiences. It makes a significant contribution to the pupils' personal and emotional well-being and their spiritual, moral, social and cultural understanding as well as their academic attainment.

What does the school need to do to improve further?

- By September 2012, strengthen the overall quality of teaching and learning by:
 - improving the quality of marking and written feedback in mathematics, for example by, ensuring that errors are always clearly identified and it is clear that the right methods and solutions have been modelled
 - embedding a rigorous and consistent approach to improving pupils' spelling and routinely correcting grammatical errors.

Main report

Achievement of pupils

Pupils' attainment is improving rapidly. In all of the lessons observed, pupils, including disabled pupils and those with special educational needs, made at least good progress; this confirms the school's analysis of the quality of teaching and its impact on achievement over time. The school's assessment and tracking systems give all teachers a clear picture of how each pupil is progressing towards their challenging targets. Teachers' good awareness of pupils' prior learning and carefully targeted interventions are proving successful in supporting those groups of pupils whose past performance has been of concern. Consequently, boys, pupils known to be eligible for free school meals, and disabled pupils and those with special educational needs, are now making strong gains.

Most children enter the Early Years Foundation Stage with skills and knowledge that are well below those expected for their age. Their language and communication skills are particularly weak. In 2011, pupils' attainment at the end of Key Stage 1 and Key Stage 2 was significantly below average even when taking account of starting points that were well below age-related expectations. Pupils' attainment in reading at the end of both key stages remained low. Even so, pupils' outcomes have risen markedly since the school federated in September 2010. Current in-year assessment data show that most pupils in each year group are on track to achieve age-related expectations. This represents at least good progress for almost all pupils taking their individual starting points into account.

Senior leaders recognised the critical importance of strengthening the development of pupils' literacy skills and a well considered and carefully implemented range of actions and interventions are showing a positive impact on rates of progress throughout the school. Pupils' reading, writing and numeracy skills are taught systematically and well, although further work is required to improve pupils' spelling and ensure grammatical errors are consistently and routinely corrected. Strategies to encourage parents and carers to read with their children such as 'parents' book time' are proving popular and participation rates are increasing.

The overwhelming majority of parents and carers who responded to the school's survey consider that their child is making good progress and the school helps their child develop skills in communication, reading, writing and mathematics well. Inspection evidence confirms this view.

Quality of teaching

The overwhelming majority of parents and carers who responded to the school's survey consider that their children are well taught. Inspection evidence endorses this. Teachers use monitoring and tracking information well to skilfully plan lessons that build on pupils' earlier learning and provide the right level of challenge for them. This drives pupils' learning on at a brisk pace. Teachers ensure that interesting topics and carefully thought through activities engage pupils as active participants in their learning. Learning objectives and success criteria are used effectively to monitor progress and understanding. Skilful questioning and good subject knowledge encourage discussions and enthuse and include pupils. Teachers and teaching assistants form a strong team and assessment information is used effectively to put in place carefully targeted intensive support when needed. This ensures that additional support is available for those who need it for whatever reason, including those who are at risk of missing their targets and the more-able who require more challenge.

Pupils comment on and assess their own and each others' work and relish the opportunities they are given to use the 'three stars and a wish' marking scheme. They report that the 'truthful and kind comments' they receive from their peers 'mean a lot and help them to try even harder with their work'. There are some excellent examples of teachers' marking in pupils' books especially in English. Here, written feedback provides pupils with constructive advice about how to improve their work further and what they have done well. However, there is some variation in the quality of marking, most notably in mathematics where the impact of written feedback on improving pupils' work is less clear.

Discussions the inspector held with pupils during the inspection confirm that the excellent relationships being fostered with adults are building their confidence and self-esteem. Similarly pupils are being effectively helped to develop positive attitudes towards reading and becoming increasingly confident readers. The curriculum is rich and varied and supports a good range of trips, visits and visitors, and topic work such as a recent project looking at the work of the local historical figure William Wilberforce, make a strong contribution to the pupils' good spiritual, moral, social and cultural development. Pupils' written work about slavery clearly illustrated that they are concerned for and generally sensitive to, the needs of others.

Behaviour and safety of pupils

Pupils' emotional well-being is a high priority for all of the staff. The support and care strategies that have been put in place for pupils - and their families when needed - have dramatically transformed pupils' behaviour and attendance. Similarly, higher expectations and aspirations, the stimulus and positive experiences and challenge

that the pupils are now being provided with enables them to utilise their individual gifts and talents whatever their starting points. As a result they are happy learners who look forward to coming to school and enjoy all it has to offer. This accounts for their high attendance in the year to date and the significant and sustained improvements seen in their behaviour since the previous inspection. From a very young age almost all pupils show good levels of engagement, collaboration and cooperation and make every effort to sustain their focus on tasks for prolonged periods. This makes a good contribution to their achievements and stands them in good stead for the next steps in their learning.

Pupils report that they feel safe and say overwhelmingly that adults are very approachable if they have any concerns. They have a good understanding of the risks to which they may be exposed, both within and outside school. Incidents of bullying are extremely rare. Pupils, parents and carers express confidence in the school's systems for dealing with any such occurrences.

Leadership and management

Leadership and management are outstanding. Working in close partnership with the head of school, the executive headteacher has had a massive impact on the daily lives of pupils and staff; successfully transforming this school in a very short period of time. The many new resources and improvements made to the school, such as the creation of learning support bases, the emotional well-being room, the murals and numerous high quality displays of pupils work, has resulted in learning environments that are rich in their support for pupils' learning.

Senior leaders provide a crystal clear sense of direction and vision. The staff form a strong and cohesive team and benefit from a good range of professional development and training opportunities. Coaching and mentoring of all staff including that provided by colleagues at their partner school and local authority consultants, are used to good effect and have proved to be a key driver for improvement.

Scrutiny of the standards of pupils' work and lessons observations are conducted regularly. Assessment of pupils' progress is rigorous and routinely undertaken. The school consistently meets or exceeds the challenging targets it sets itself. Actions are well considered, carefully implemented, monitored effectively and evaluated honestly. Planning and management information is being used consistently throughout the school because it is well organised, readily understood and its benefits are tangible. Its impact is seen in the rapidly improving outcomes for pupils. The good curriculum is broad and balanced. It provides pupils with interesting and challenging activities that promotes their spiritual, moral and social development very effectively as well as their academic achievements.

The school places a very strong emphasis on pupils' emotional well-being and restorative practices and these lie at the heart of the significant improvements in pupils' behaviour and attendance. All of the staff care for the pupils extremely well. The special educational needs coordinator, emotional well-being officer and specialist teacher, providing intensive support for pupils reading and literacy skills, form a strong team and work in very close partnership with external agencies to ensure

pupils' learning and support needs are effectively met. This ensures every individual child is provided with an equal opportunity to succeed. Safeguarding arrangements are rigorous and have been strengthened considerably. They meet current requirements and are updated frequently. Risk assessment and health and safety audits are robust and the subject of regular review. An active and well informed governing body makes an effective contribution to the school through its support and challenge.

The school communicates effectively with parents and carers and the staff are working extremely hard to gain their trust and engagement and raise their expectations. The overwhelmingly positive responses to the school's recent survey of parents and carers stand as testimony to the growing confidence the local community has in the school. The school has an outstanding capacity to sustain further improvement.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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.
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.



19 March 2012

Dear Pupils

Inspection of Foredyke Primary School, Kingston-upon-Hull, HU9 5SN

Thank you for making me so welcome when I came to inspect your school. I took full account of your views and those of your parents and carers who completed the school's recent survey. You told me that your school has got much better. This means you look forward to coming to school and enjoy all the things the teachers give you to do and learn in a 'safe and happy place'. I agree with you. All of the staff take exceptionally good care of you and I found Foredyke to be a good school. It is improving rapidly so that almost all of you are making at least good progress in your lessons and are on track to attain standards that are broadly in-line with those found nationally. Your headteacher leads the school exceptionally well and is helped in this by all of the staff and the governors. You are taught well and this makes your learning exciting and fun. I was really impressed by your excellent attendance, and good behaviour. You try really hard to stay focused on your tasks, and work in partnership with your teacher, teaching assistants and each other. You very often mark your own work and give sensitive and thoughtful feedback to your classmates too. All of these things and the extra help that is available to develop your skills, especially in reading and writing, ensure you are prepared for the next steps in your learning journey. Even in good schools there are always things that can be improved. I have asked the headteacher and staff to make sure that they:

- always remind you to correct your grammar and help you to improve your spelling
- give you more helpful written feedback about how to improve your mathematics.

You can all help the headteacher and staff to make these improvements, particularly by working hard to remember spellings and always asking the teacher to explain anything you don't understand. You are quite rightly proud of your school, how hard you are working and all the things you achieve. I wish you well for the future.

Yours sincerely

Wendy Ripley
Her Majesty's Inspector

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