

South Ferriby Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 117752 |
| Local Authority | North Lincolnshire |
| Inspection number | 358186 |
| Inspection dates | 20–21 October 2010 |
| Reporting inspector | Steven Hill |

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

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 91 |
| Appropriate authority | The governing body |
| Chair | Mrs Jan Williams |
| Headteacher | Mrs Patricia Gathercole |
| Date of previous school inspection | 14 February 2008 |
| School address | Horkstow Road South Ferriby, Barton-upon-Humber Lincolnshire DN18 6HU |
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Introduction

This inspection was carried out by two additional inspectors. Eight lessons were observed, taught by four teachers. Meetings were held with staff, pupils, members of the governing body and a local authority teacher who supports pupils with special educational needs and/or disabilities. Inspectors observed the school's work, and looked at a variety of documentation, particularly that related to pupils' progress and keeping them safe. Inspectors scrutinised 45 questionnaires returned by parents and carers, along with returned responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The attainment of the high proportion of pupils with special educational needs and/or disabilities who start at the school at different times of the year.
- The extent to which the school has maintained pupils' high standards of personal development identified at the last inspection, particularly in their behaviour and their spiritual, moral, social and cultural development.
- How well the school is promoting community cohesion beyond its immediate locality.

Information about the school

South Ferriby is small for a primary school. All pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average overall, but varies considerably between year groups. The proportion of pupils with a statement of special educational needs is well above average. More pupils than average join or leave the school at other than the usual times. An unusually high proportion of those pupils who arrive at the school during Key Stage 2 have significant special educational needs and/or disabilities.

There is a pre-school provision on site, and a before- and after-school club uses the school's accommodation. Both of these are privately managed, and are inspected separately.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is a strikingly happy, purposeful and harmonious community, within which pupils thoroughly enjoy their education. The rate of attendance is high. The outstanding care, guidance and support provided ensure high standards of personal development. Pupils have extremely positive relationships with each other and with the staff. Their behaviour is excellent; they work hard, concentrate very well, and take a pride in their own achievements and those of their classmates. Pupils feel extremely safe in school, quite understandably, as the school's procedures to keep them safe are outstanding. Pupils are very confident that staff will deal with any problems that arise. Pupils' contribution to the community is outstanding, partly through the way in which they undertake responsibilities sensibly and conscientiously, but mostly because of how well they get on together and take such good care of each other. Their spiritual, moral, social and cultural development is excellent. Pupils develop independence from an early age, but are also very skilled at working collaboratively.

Pupils achieve well and make good progress in lessons because of good quality teaching. Standards vary considerably year-on-year, ranging from average to well above average by the time they leave Year 6. This is partly because of the variability in the attainment of the intake each year. In addition, there is a high proportion of pupils with special educational needs and/or disabilities in some year groups, many of whom arrive during Key Stage 2 because of the school's strong local reputation for helping such pupils to thrive. Pupils with special educational needs and/or disabilities make outstanding progress often from low starting points.

Pupils' enjoyment of school is enhanced by an interesting and practically-based curriculum, which includes a good range of enrichment activities. The school has introduced a theme-based curriculum to make learning more meaningful and interesting to pupils. Pupils are enjoying this approach, but it is too early to assess the impact on standards. So far, there are not such strong links between literacy and numeracy and the different themes, as there are in other subjects.

The school is led and managed well. Links with parents and carers and other partners are excellent. A very comprehensive system to track pupils' progress has been developed. It enables staff to identify how pupils can be helped to build on their previous attainment but the information it provides is not always accurate. This is because there are inconsistencies in the methods teachers use to assess pupils' attainment from term to term. The school recognises this and the headteacher has plans to draw on the excellent partnership with other local schools to promote greater consistency in teachers' termly assessments.

The school has an accurate view of its strengths and weaknesses and is aware of and already has plans to address the issues identified during this inspection. It has maintained

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the strengths from the last inspection, overcome some shortcomings identified and is well placed to sustain the good provision in future.

What does the school need to do to improve further?

- Improve the reliability of assessment information in order to eradicate occasional inconsistencies in pupil's progress and to further raise attainment, by:
 - ensuring that staff are more accurate in how they judge pupils attainment from term to term
 - working with colleagues, in this school and in partner schools, to agree criteria to make judgements fully valid and precise.
- Consolidate the work done to make links between different subjects, by:
 - evaluating the impact of the current provision on pupils' achievement and enjoyment
 - identifying in curriculum plans how pupils' literacy and numeracy skills will be better applied within cross-curricular themes.

Outcomes for individuals and groups of pupils

1

Children's attainment when they start in the Reception class varies from below expectations to above those expectations. Attainment by the end of Year 6 was well above average in 2010, with almost all pupils attaining the expected levels, and a good proportion exceeding them. In the previous two years, attainment was only slightly above average because of the relatively high proportion of pupils whose starting points were very low.

All groups of pupils make good progress in class because they listen attentively, work hard and respond positively to their teachers' expectations. In a mathematics lesson for Years 5 and 6, for example, they persisted with challenging work about different units of measurement and, as a result, made good progress. Pupils contribute thoughtfully to discussions and are confident in giving their views. In a lesson for Years 3 and 4, pupils showed considerable collaboration as they worked in small groups to solve a problem in sequencing the parts of a story. Pupils with high levels of special educational needs and/or disabilities make excellent progress, including those who arrive at the school at different times of the year.

Pupils have a good understanding of healthy lifestyles. A group of Year 6 pupils gave a clear explanation of a healthy diet, and all felt they ate more healthily because of what they had learned in school. Pupils are enthusiastic about exercise, joining in the daily 'wake and shake' sessions energetically. A variety of sports clubs are well attended. Pupils contribute strongly to the school community, particularly through the school council, whose suggestions play a big part in decision making. The much-valued system of having a 'personal staff member' was instigated by pupils themselves. Pupils are also very closely involved in the local community in a variety of ways, such as their links with the bowls club. Pupils have an extremely well-developed sense of right and wrong, and are very caring of each other. An older girl was observed taking the initiative to help several reception-age children to put on their coats and scarves before going outside on a cold day. The very positive relationships were extremely evident, contributing to the great

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feeling of security which these younger children already have in school. Pupils join in prayers respectfully in assemblies, and are sensitive to different beliefs and cultures. Pupils in Year 6 particularly enjoyed their visit to a mosque in Scunthorpe and remember a great deal of what they learned there.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 1 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The consistently good teaching and learning are central to pupils' good progress through the school. Teachers routinely match work well to the different needs of individuals and groups, particularly in English and mathematics lessons. Classroom management is excellent. Routines are very well established, and high expectations of hard work and behaviour are embedded. Because pupils like and respect their teachers, they strive hard to fulfil these expectations and behave outstandingly well. Good use is made of ways to involve all the class, such as all writing their ideas or answers onto small whiteboards, or discussing work in pairs. Occasionally, teachers miss opportunities to use such strategies, but pupils' positive attitudes mean they generally still maintain high levels of concentration. Overall, the quality and use of assessment is good. On occasion, however, pupils are given work that is too hard for them, because of the anomalies in assessment data, slowing progress at the beginning of the series of lessons covering the same topic. Nevertheless, because staff assiduously monitor pupils' ongoing progress, they quickly adapt lessons to better meet individual needs. They use these rigorous day-to-day

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assessments well to intervene swiftly if any pupils struggle, and to challenge the more able to extend and refine their work. Teachers successfully encourage pupils to assess their own learning and provide them with clear targets for success, both within individual lessons and over a period of time.

The curriculum is interesting and tailored to meet different pupils' individual needs. It makes use of a very good variety of enrichment, which generates a high degree of enthusiasm from pupils. Pupils take part in a wide-range of activities, including gardening, learning to play a musical instrument, yoga and basketball. The use of information and communication technology by teachers is a particular strength. This supports learning in a variety of subjects, in which pupils develop good skills in information and communication technology.

The excellent quality of care, guidance and support is founded on the consistent reinforcement of positive values by all staff. Regular attendance is promoted very well. The provision of a weekly journal, in which pupils record their opinions and feelings, makes a strong contribution to their emotional security, as does the 'personal staff member', chosen by pupils themselves. Pupils are very confident that they can turn to this chosen person for help and advice, and this is backed up by the class teacher's ability to pass on any concerns from the journals. Pupils report that this system works extremely well, and Year 6 pupils cited cases where problems had been eliminated as a result. The carefully designed help for pupils who have special educational needs and/or disabilities includes very skilled support for small groups or for individuals. Excellent use is made of the expertise available from partners, including a local special school and the local authority, to enhance provision for these pupils.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher gives very clear direction to the school's work and has developed a team of staff who work together very effectively. There are good arrangements to monitor the teaching and learning in each class, and to check on how well pupils are achieving. The resultant information is used well to inform developments and, in particular, to address any gaps in provision. This has helped to maintain effective teaching, pupils' good achievement, and their excellent personal development, since the last inspection. The governing body is very well informed about the school's performance and provides a good challenge and support.

The extremely strong partnership with parents and carers is reflected in their very positive views about the school. They are given a wide range of information, through a variety of

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media, about school life and their children's performance. Links with parents and carers of pupils with special educational needs and/or disabilities are particularly strong and support their excellent progress. Excellent use is made of other partnerships to support these children, drawing on very good expertise, within the local authority in particular. This provision exemplifies the school's good promotion of equal opportunities. Partnerships with other local schools enable the school to do a number of things which would otherwise be impossible, such as organising residential visits. A strong link with a local factory has produced many benefits for the school, including the effective promotion of pupils' future economic well-being and financial support.

Outstanding safeguarding procedures fulfil all requirements and provision for internet safety is exemplary, with pupils' knowledge of this being excellent. Inter-agency working, to support child protection and to help vulnerable pupils, is strong and the school is pro-active in developing this. The governing body's understanding of safeguarding is excellent. Innovative practice, such as the 'personal staff member', and the journals that pupils keep of their feelings, contributes very strongly to these excellent procedures. The promotion of community cohesion is exceptionally strong within the school and the locality, and good links are developing with schools from contrasting areas, and with communities abroad, including a long-standing link supporting the education of a pupil in an African school.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 1 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

The strengths of the main school are replicated in the Reception class. In particular, the excellent relationships and good teaching mean that children are settled and happy, and make good progress. A very good balance is drawn between teacher-directed activities and those that children choose for themselves. The adults continually monitor children's progress and interests, and regularly modify the curriculum in response. A wide range of

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exciting activities generates interest and enthusiasm, both indoors and out. Adults are particularly skilled at intervening in play to extend children's ideas and develop their understanding. The Early Years Foundation Stage is well managed and a particular strength is in the continuity with the Years 1 and 2 class, maximising the effective use of staff and resources.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The proportion of parents and carers that responded to the questionnaire was higher than is typical in primary schools. Parents and carers are extremely positive about the school and particularly value that their children are safe and happy, and that their particular needs are met. A few parents and carers were not happy with the information they receive about their children's progress. Inspectors judged this to be of a high standard, using a variety of media and information. A few parents and carers were concerned about the way unacceptable behaviour is handled. The inspectors observed excellent behaviour and pupils said that teachers deal quickly with any foolish behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Ferriby Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspectors received 45 completed questionnaires by the end of the on-site inspection. In total, there are 91 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 33 | 77 | 9 | 21 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 34 | 79 | 8 | 19 | 1 | 2 | 0 | 0 |
| My school informs me about my child's progress | 25 | 58 | 15 | 35 | 3 | 7 | 0 | 0 |
| My child is making enough progress at this school | 26 | 60 | 14 | 33 | 2 | 5 | 0 | 0 |
| The teaching is good at this school | 32 | 74 | 9 | 21 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 27 | 63 | 14 | 33 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 30 | 70 | 12 | 28 | 1 | 2 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 28 | 65 | 13 | 30 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 28 | 65 | 14 | 33 | 0 | 0 | 1 | 2 |
| The school deals effectively with unacceptable behaviour | 25 | 58 | 15 | 35 | 2 | 5 | 0 | 0 |
| The school takes account of my suggestions and concerns | 25 | 58 | 13 | 30 | 2 | 5 | 0 | 0 |
| The school is led and managed effectively | 30 | 70 | 12 | 28 | 1 | 2 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 32 | 74 | 9 | 21 | 0 | 0 | 1 | 2 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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 | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on 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 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: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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. |

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.



22 October 2010

Dear Pupils

Inspection of South Ferriby Primary School, Barton-upon-Humber DN18 6HU

Thank you for the warm welcome you gave the other inspector and me when we visited your school recently. You told us that you enjoy school and gave us lots of reasons why, with which we agree with. It was good to meet such friendly, polite and sensible children.

You go to a good school, where you make good progress because your teachers are good at helping you to learn. They are particularly good at helping those of you who sometimes struggle with your work to do well. We were very impressed by your excellent behaviour, and by how well you all get along together and look after each other so thoughtfully.

The school has been working to link different subjects together to make learning more fun and, from what you said, they are succeeding in this. To make things even more interesting, we have asked them to better plan how to link work in English and mathematics with other subjects.

The adults are good at organising the school, especially in making sure everyone is safe and happy. They keep a close eye on how well everyone is doing in lessons. We have agreed that they are going to try to improve how well they measure this, so they can be sure that you always get work that is just right. Your headteacher already has plans to work with some other schools to do this. You can help improve things by keeping up your hard work and excellent behaviour.

With my best wishes for a happy year at school.

Yours sincerely

Steven Hill

Lead inspector

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