

# Foredyke Primary School

## Inspection report

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<b>Unique Reference Number</b>	117933
<b>Local Authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	358227
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Robert Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	177
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jenny Sharp
<b>Headteacher</b>	Mrs Elaine Butler
<b>Date of previous school inspection</b>	5 December 2007
<b>School address</b>	Flinton Grove Preston Road Kingston-upon-Hull HU9 5SN
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited seven lessons, observed seven teachers and held meetings with a member of the governing body, staff and pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 14 questionnaires from parents and carers, as well as a number of questionnaires completed by pupils and staff.

The school is part of a hard federation (a managed partnership with another local school, overseen by the local authority) with Thanet Primary School under the leadership of an executive headteacher. At the time of the inspection, these arrangements had been in place for two months. The governing body of Foredyke has been dissolved to be replaced by a newly-formed governing body for the federation. Separate inspection teams inspected both schools simultaneously.

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

- the progress pupils make during their time in Key Stage 2, in mathematics and English
- the effectiveness of the curriculum in meeting the needs of all groups of pupils
- the measures the school is taking to improve attendance
- the quality of the school's self-evaluation in helping to plan strategically for the future
- the effectiveness of leadership and management in the Early Years Foundation Stage.

## Information about the school

The school is smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is considerably above the national average. The majority of pupils are of White British heritage and none speaks English as an additional language. More pupils than average have special educational needs and/or disabilities. The school holds the Basic Skills Quality Mark and Healthy School status.

The school has been subject to considerable changes in staff. In September 2009, the assistant headteacher left to pursue a two-year secondment and in April 2010, the headteacher retired and was not replaced. The Key Stage 1 leader became acting headteacher at this time. Three teacher vacancies were filled by agency-supplied teachers at the time of inspection.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Provision for children in the Early Years Foundation Stage is good and is well managed. Children start school with skills which are well below those expected for their age. However, despite making good progress in the Reception class, their skill levels on entry to Year 1 are below average. Between Year 1 and Year 6 the rate of progress pupils make is uneven and they leave in; Year 6 with attainment that is well below average. The reasons for this inadequate achievement lie in a curriculum that is not matched adequately to pupils' needs; low rates of attendance; weak guidance and support, particularly for pupils with special educational needs and/or disabilities; and an absence of monitoring and evaluation systems. Teaching and learning are also inadequate. While teachers are enthusiastic and dedicated, too much of the teaching seen during the inspection was barely satisfactory.

School leaders have not ensured that data are used effectively to identify under-achievement. Where teachers do identify pupils who are in need of additional support, little is available. Consequently, pupils are leaving the school with standards in literacy and numeracy that are well below average. Attendance is monitored, but the efforts made to improve it have been piecemeal and largely ineffective. Given these factors, too many pupils are leaving school not ready for the next stage of learning.

Senior leaders have been ineffective in ensuring that curriculum meets the needs of pupils. Middle leaders have energy and drive, but lack the experience and guidance from senior leaders to effectively monitor and evaluate in their areas of responsibility. Governance has, over the years, failed to ensure that pupils receive an acceptable standard of education.

The very recent formation of the federation has resulted in some modest improvements. Pupils, most parents and carers and staff say the behaviour has improved; during the inspection it was found to be satisfactory.

Initiatives to improve the quality of literacy, such as 'Every Child a Writer' have had some positive impact. These recent improvements, however, are overshadowed by a legacy of inadequate progress because the school's leaders have failed to tackle the root causes of underachievement and low attendance. Self-evaluation is ineffective at all levels of leadership. It is due to these considerable shortcomings that the school has not demonstrated a satisfactory capacity to sustain its improvement.

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## What does the school need to do to improve further?

- 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.

## Outcomes for individuals and groups of pupils

**4**

In lessons, pupils' behaviour is satisfactory, which allows lessons to proceed without interruption. The good progress pupils make in the Early Years Foundation Stage is maintained into Year 1 through good quality teaching. Here, the pace of lessons is swift and plenty of time is given to developing pupils' collaborative and group working skills. Beyond Year 1, the rate of pupils' progress declines sharply and all groups of pupils make inadequate progress. Pupils, however, generally enjoy their lessons because interesting activities are sometimes provided. In one lesson, for example, pupils enjoyed learning about celebrations around the world by making Diwali lamps. However, they do not achieve well. This is because the systems are not in place to ensure that pupils, including those with special educational needs and/or disabilities, receive the teaching and support they need.

Pupils say that the recently improved behaviour has helped them to feel safer in school. Most pupils understand the need to lead healthy lifestyles, making use of the freely available drinking water and fruit. Pupils make satisfactory contributions to the school, notably by raising money for charities through selling fair trade products. However, the low attendance rate of too many pupils contributes clearly to the pupils' inadequate achievement.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> 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 quality of teaching and learning is inadequate. Too much teaching seen during the inspection was barely satisfactory and is ineffective in helping pupils to make up the significant gaps in their learning. Over time, the quality of teaching has been too variable and not focussed sufficiently on meeting pupils' needs. Where it is better, particularly in Key Stage 1, teachers use information and communication technology (ICT) effectively to enthuse pupils. The pace is lively and there are good opportunities for pupils to work individually and in groups. There has been an emphasis on the teaching of reading and there are early signs of this being successful, with improved rates of progress. On too many occasions, teaching does not adequately meet pupils' needs and teachers talk for too long, which slows the pace of learning. The quality of teachers' marking is inconsistent. It is strongest in Year 6, where pupils receive good quality feedback on their work and through colour-coding which helps pupils understand what they need to do to improve. In too many other lessons, however, marking is often just a tick and a congratulatory comment and therefore not helpful to pupils. Staff generally do not use the information they receive from assessments to set challenging targets for pupils or inform their lesson planning; consequently, the quality of assessment to support pupils' learning is inadequate overall.

Apart from very recent improvements in reading, pupils' basic skills in numeracy and literacy have not been developed systematically through Key Stage 2. The curriculum

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provided to pupils does not adequately match their needs and consequently makes insufficient contribution to their learning, including for those pupils with special educational needs and/or disabilities.

The pastoral care pupils receive is satisfactory and this has improved their behaviour and helped them feel more secure. However, the quality of care and guidance overall is inadequate. Targets for pupils who require additional support are too vague and not specific enough to ensure pupils get the support they need. Support plans are not regularly reviewed and support staff are not deployed well enough to ensure pupils' basic skills are developed. There is no effective plan to drive up the rate of attendance, which is low. The school has some idea of how collaborative work with the federated partner school can improve attendance, but it is still too early for any impact.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

**How effective are leadership and management?**

School leaders have been ineffective in driving improvements although the new executive headteacher has quickly identified the key areas that need developing. The monitoring of teaching and learning by school leaders is ineffective and has not led to improvement. Teachers, for example, have not been helped to understand data or been held accountable for pupils' progress. Systems are in place to record pupils' assessments; however, these data are not used effectively enough to set targets for pupils or to identify those who need additional support. Some middle leaders have undertaken monitoring work alongside staff from the local authority; however, this is not systematic or regular, so is ineffective overall. Some have met with other staff in the federation to exchange ideas, although it is too early to measure the impact of these collaborations. Since her appointment, the acting headteacher has been successful in securing improvements in behaviour and ensuring that the school functions smoothly on a day-to-day basis. Governance is inadequate. The recently dissolved governing body did not hold the school to account for its repeated failure to secure at least satisfactory outcomes for pupils.

The school meets all statutory requirements with regard to safeguarding. The promotion of equal opportunities is, however, poor, given pupils' inadequate progress. The school's approach to reducing absence is ineffective with limited impact evident in the manner it engages with particular families and outside agencies. Community cohesion is promoted to a satisfactory level. Pupils have the opportunity to link with other schools and the school has undertaken an audit to plan its development in this area.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>4</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>4</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## **Early Years Foundation Stage**

Children enter the Early Years Foundation Stage with skills that are well below those expected for their age. They make good progress across most areas of learning as a result of the very caring support from adults. An emphasis on developing speaking has boosted children's communication, language and literacy skills. In one lesson, children were encouraged to talk about birthday celebrations with staff and each other and linked this to making cakes and blowing out candles. Staff make good use of assessments to plan interesting activities for children and keep careful records of their progress. These records are then used to customise children's learning which is a key factor in them making good progress. However, children are not progressing as well in some areas of mathematical development, but robust plans are in place to address this issue. Good use is made of the indoor and outdoor areas to extend children's learning and good quality planning is in place to develop the outdoor area further. Good links exist with the neighbouring children's centre which help children's transition into reception. Children show good hygiene practices and a good awareness of how to stay safe. In one lesson, children were encouraged to talk about safety on bonfire night while creating three-dimensional art work on the theme of 'rockets,' using splatter paints.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 majority of parents and carers who returned responses are supportive of the school's work. Their comments focused on how behaviour had recently improved in the school. A few raised concerns about the very visible security measures around the school, how the school was led and managed, the way the school deals with unacceptable behaviour, the promotion of healthy lifestyles and the manner in which school takes account of their concerns.

Inspection evidence supports the view of those parents and carers who thought behaviour had improved. Many pupils questioned agreed that behaviour was now better. Inspectors observed lessons where behaviour was satisfactory and sometimes good. Inspectors found that the level of security helped the pupils to feel safe and that security measures were similar to those found in other schools. Inspectors' evidence supports parents' and carers' concerns about the leadership of the school, finding that over the years, provision has been underdeveloped and leaders have failed to ensure pupils receive an acceptable standard of education. Similarly, inspectors found the school has not engaged effectively with parents and carers particularly in tackling low attendance. Inspectors concluded sufficient numbers of pupils chose healthy options at lunchtime and participated in sports activities to ensure that their awareness of healthy lifestyles was satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Foredyke 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 inspection team received 14 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	64	5	36	0	0	0	0
The school keeps my child safe	11	79	3	21	0	0	0	0
My school informs me about my child's progress	10	71	4	29	0	0	0	0
My child is making enough progress at this school	10	71	4	29	0	0	0	0
The teaching is good at this school	9	64	5	36	0	0	0	0
The school helps me to support my child's learning	9	64	5	36	0	0	0	0
The school helps my child to have a healthy lifestyle	9	64	4	29	1	7	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)	8	57	3	21	1	7	0	0
The school meets my child's particular needs	9	64	5	36	0	0	0	0
The school deals effectively with unacceptable behaviour	10	71	2	14	1	7	1	7
The school takes account of my suggestions and concerns	8	57	4	29	2	14	0	0
The school is led and managed effectively	8	57	5	36	0	0	1	7
Overall, I am happy with my child's experience at this school	11	79	3	21	0	0	0	0

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



5 November 2010

Dear Pupils

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

Thank you for the warm welcome you gave us when we came to inspect your school.

We very much enjoyed talking to you. You told us how you thought behaviour had improved recently and how you enjoyed writing stories in class. While you enjoy your lessons and teachers try to make lessons interesting and fun, your school is not helping you to learn as well as you could and so we have placed it in 'special measures'. This means that the school will receive extra help to make improvements and inspectors will visit regularly to check on the progress being made. We have asked your headteacher, the staff and governors to do a number of things to improve your school. These include:

- making sure that the headteacher and the staff carefully monitor your work so that you all make faster progress
- providing good support to those who fall behind with their work to catch up
- ensuring there are effective plans in place to promote good attendance
- ensuring that teaching is good in all lessons and putting in place a curriculum which meets the needs of all pupils.

You can all help the headteacher and staff to make these improvements, particularly by always trying your best, attending regularly and being on time for school each day.

I wish you all the very best for the future.

Yours sincerely

Mr Robert Jones

Lead inspector

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