

North Ferriby Church of England Voluntary Controlled Primary School

Church Road, North Ferriby, East Yorkshire, HU14 3BZ

Inspection dates 10–11 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has improved since its previous inspection and now provides a good education for its pupils.
- Pupils' behaviour is exemplary. Their positive attitudes to learning contribute strongly to the good progress they make.
- Pupils have a clear understanding of how to stay safe. They told inspectors that they always feel safe in school.
- Pupils achieve well overall. The majority of pupils reach standards in English and mathematics that are above average.
- The quality of teaching is good and some lessons are outstanding. The good teaching is a major factor in enabling pupils to make good progress.
- The headteacher leads the school very effectively. During the three years since his appointment he has been the driving force behind the school's improvement, particularly in pupils' achievement and in the quality of teaching.
- Governance is good. Governors know the school's strengths and weaknesses and work well alongside the headteacher to bring about improvements.

It is not yet an outstanding school because

- Senior and middle leaders are not yet making enough difference in planning for the school's further improvement.
- A few pupils, especially higher attainers, are not making as much progress as they could because their work is not set at the right level

Information about this inspection

- Inspectors observed nine teachers teaching in 12 lessons.
- They observed pupils at play, moving about the school and in assemblies.
- Discussions were held with the staff, pupils, governors and a representative of the local authority.
- Inspectors heard pupils from Year 2, Year 3 and Year 6 read. They analysed, in detail, samples of work from pupils in Year 2, Year 4 and Year 6.
- Inspectors took into account the 53 responses to the online questionnaire (Parent View) and the contents of two letters sent to the team.
- The inspectors considered the previous inspection report.

Inspection team

John Foster, Lead inspector	Additional inspector
Pauline Pitman	Additional inspector
Barbara Martin	Additional inspector

Full report

Information about this school

- The school is an average-sized primary school.
- Almost all pupils are of White British heritage. There is a small proportion from a range of other minority ethnic backgrounds. Very few pupils do not have English as their first language.
- A much lower than average proportion of pupils is supported by school action.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is low.
- The proportion of pupils known to be eligible for the pupil premium is low compared to the national average.
- There is a before- and after-school club that is not managed by the school's governing body.
- The school meets the government's current floor standards that set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve achievement and raise attainment in English and mathematics even further by:
 - ensuring that all teaching is consistently good or better
 - making sure work is set at the right level for all pupils
 - ensuring that all pupils, and particularly the higher attainers, are always challenged to make the most progress possible.
- Further develop the work of senior and middle leaders to increase their impact on school improvement by:
 - embedding the good practice that is currently in place
 - ensuring that all leaders are fully involved in evaluating the school's performance and in planning for its future.

Inspection judgements

The achievement of pupils

is good

- When they start in the Reception class children's skills and understanding are better than would normally be expected for their age. They have a good start to their education in the Early Years Foundation Stage and in Key Stage 1 so that by the end of Year 2 they reach standards that are above average.
- Throughout the school, pupils achieve well and make good progress so that by the end of Year 6 their attainment in English and mathematics is above average. The major contributing factor to their good progress is the good-quality teaching they receive.
- The school's data, along with the unvalidated results for the national tests in 2012, show that pupils make good progress from their starting points, so a significant number reach standards that are above average in English and mathematics.
- A few pupils, particularly some higher-attaining pupils, do not make as much progress as they should because, occasionally, their work does not always give enough challenge.
- The small proportion of disabled pupils, those who have special educational needs and those eligible for the pupil premium funding make similarly good progress to other groups of pupils because their particular needs are catered for well. The school's strong values ensures there is no discrimination and that pupils are given equal opportunities in all they do.
- Pupils' reading skills are well developed. They are keen readers and most use their understanding of letters and the sounds they make well to help them with their reading. These skills are taught well in the Early Years Foundation Stage and at Key Stage 1 but less effectively at Key Stage 2.
- Pupils' writing is well developed. They are given frequent opportunities to write about different topics with good support from staff to help them to develop their skills.
- In lessons pupils make good progress because of their excellent attitudes to learning. They concentrate well and work hard to complete the tasks set for them.
- By the end of Year 6 pupils have good reading, writing, speaking and mathematical skills and are well prepared for the next stage of their education.

The quality of teaching

is good

- The quality of teaching is good. During the inspection no teaching was observed that was less than good and some lessons were outstanding. Pupils make good progress because of this consistently good teaching.
- The best lessons are characterised by effective planning for individual pupils, resulting in challenging tasks which enthuse them to learn. Excellent questioning encourages pupils to think for themselves and to try different ways to complete their tasks.
- Where teaching is less effective, there are points in the lesson where the pace slows and pupils are given too much time to complete their work. The result is that pupils lose concentration and fail to produce their best work.
- In the Early Years Foundation Stage the good, and sometimes outstanding, teaching helps children to experience lots of different activities. At an early stage of the term children had settled well into the class routines and were busily engaged in learning. In one lesson observed the teacher stopped all activities to check that the children were learning well. Through the excellent use of questions the teacher was able to develop children's speaking and listening skills because were encouraged to talk about what they were doing.
- Throughout the school support staff are used well to help pupils to learn. They know what they should be doing to help pupils learn and carry out their work professionally. The relationships between staff and pupils are excellent, with the pupils having every confidence in their teachers and other adults who support them.

- Teaching promotes pupils' spiritual, moral, social and cultural development well. Pupils are encouraged to question each other and they work confidently in pairs and small groups. They happily check their own and each other's work in the knowledge that they will be supported well by each other. In a Year 3/4 English lesson the teacher used one pupil's work to illustrate how effective writing could be. The whole class appreciated the quality of the work and this encouraged them to improve their own work still further.
- The quality of teachers' marking varies. The school has a new marking policy but this has only recently been put into practice. At its best, marking clearly identifies what pupils are doing well and gives positive guidance on how their work can be improved. Teachers use target sheets to support their marking, with pupils aware of what they need to complete in order to move to the next National Curriculum level.

The behaviour and safety of pupils are outstanding

- At all times during the inspection pupils' behaviour was exemplary. They were welcoming, polite and helpful throughout.
- Pupils told inspectors that their school was excellent and nothing could be done to improve it. They said that they feel totally safe in school and that the staff care for them well. Pupils' views are supported by those of their parents.
- When in the playground all pupils get on well with each other and ensure that no one is left out of their games. The values of the school are reflected in the care pupils have for each other.
- Pupils are aware of the different types of bullying they may encounter. They say that, on the very rare occasions when bullying occurs, it is dealt with quickly and effectively by the staff. They say that if they have a problem there is always an adult that they can go to, knowing that they will be listened to and their concerns will be acted upon.
- Attendance is above average. Pupils, supported by their parents, recognise that to maintain good progress they need to attend school regularly. They are keen to do so because they enjoy their time in school.

The leadership and management are good

- The headteacher leads the school well. In the relatively short time since his appointment many changes have taken place. Teaching has improved so pupils make good progress.
 - All staff share the headteacher's ambition and work well together to bring about improvements.
 - The school judges its effectiveness accurately. It understands what works well and what needs to be improved. This is used well to plan for future development. The school development plan clearly identifies what needs to be done and how this is to be achieved. While senior and middle leaders have an input into the evaluation of the school's work and in planning for its future, this is mainly carried out by the headteacher. The staff's involvement in the process is increasing..
 - The leadership of teaching and learning is good. Senior leaders undertake lesson observations of other staff and work closely with the headteacher to identify where improvements are needed. They work alongside the staff, giving clear and effective support. The result of this work is the consistently good quality of teaching.
 - How different subjects are taught has recently been changed and is based on a series of themes to interest the pupils. Their spiritual, moral, social and cultural understanding is developed well. For example, pupils are given opportunities to learn to play a range of musical instruments and they participate in many sporting activities. Their social skills are built not only by working together in school but also when they meet pupils from other schools for sporting activities. Visits to different places and visitors to the school help pupils learn well too.
 - The local authority provides light touch support for this good school and recognises the
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improvements that have been made.

■ Arrangements to safeguard pupils meet requirements and are well established.

■ **The governance of the school:**

- Governors work effectively alongside the headteacher and staff to bring about improvements.
 - They know the strengths of the school and recognise where improvements are needed.
 - Governors provide good support and challenge for the headteacher.
 - Governors maintain a firm grasp on the school's finances and use the resources effectively to provide the pupils with a good education, including the use of the pupil premium funding.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117985
Local authority	East Riding of Yorkshire
Inspection number	401715

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	The governing body
Chair	Mrs Anne Wood
Headteacher	Mr Russell Orr
Date of previous school inspection	15 April 2010
Telephone number	01482 631200
Fax number	01482 631200
Email address	northferriby.primary@eastriding.gov.uk

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