

Stoneferry Primary School

Stoneferry Road, Hull, HU7 0BA,

Inspection dates 25–26 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- By the end of Year 6, attainment in mathematics has not risen as quickly as attainment in English.
- Too few pupils make better than expected progress in mathematics.
- Not all teachers have sufficiently high expectations of what pupils can achieve.
- In some lessons, teachers can take too long explaining a task. As a result, pupils are not always given enough time to work things out for themselves.
- Pupils do not get enough opportunities to practise problem-solving skills in mathematics.
- Leaders have not ensured that all teaching is good.
- The role of teachers, who have responsibility for leading improvements in curriculum subjects, is underdeveloped.

The school has the following strengths

- This year the school is improving and there are examples of good teaching.
- Pupils make good progress in their writing.
- Children get off to a positive start in the Early Years Foundation Stage, make good progress and are well-prepared to start Year 1.
- Small group activities are helping pupils, for example those known to be eligible for free school meals, make good progress.
- Pupils feel safe and well cared for. They behave appropriately and enjoy coming to this warm and friendly school.
- The proportion of pupils who are persistently absent has fallen and is now below average.
- Leaders have taken robust action to tackle inadequate teaching. The quality of teaching in Year 1 and Year 3 is now quickly improving.

Information about this inspection

- Inspectors observed 18 lessons or small group activities, of which 4 were conducted jointly with the headteacher.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- Inspectors talked to pupils about their work in lessons, looked at books, listened to pupils read and met with a group of pupils from Key Stage 2.
- Inspectors took account of 18 responses to the on-line survey (Parent View), a recent school survey and spoke with parents at the start of the day.
- Inspectors also took account of the 8 questionnaires returned by members of the school staff.
- Inspectors observed the school's work, looked at progress data, performance management information, records relating to behaviour and safety, as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Claire Fisher

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium fund is above average. The pupil premium is additional government funding provided for children in local authority care, those from armed service families, and those known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- Since the time of the last inspection, a number of new teachers have been appointed including a new deputy headteacher.
- The school has also faced a number of difficult staffing issues which have now been resolved.

What does the school need to do to improve further?

- Improve the quality of teaching, so that it is consistently good or better, by:
 - making sure teachers have high expectations of what pupils can achieve and use pupils' responses in lessons to refocus activities when necessary so all make good progress
 - increasing the time available for pupils to work independently on tasks pitched at the right level for their interests and needs
 - using what they know of each pupils' individual performance to set challenging work at the right level for everyone.
- Raise attainment in mathematics, by:
 - ensuring more pupils make better than expected progress in Years 1 to 6
 - creating more opportunities for pupils to undertake open-ended problem solving activities in mathematics.
- Improve the quality of leadership, by:
 - using the same rigour which has successfully addressed inadequate teaching to now ensure all teaching is at least good in every class
 - further develop the role of middle leaders so all play an increased role in driving forward improvements.

Inspection judgements

The achievement of pupils

requires improvement

- The school recognises that good progress is not consistent across the school and that the proportion of pupils making better than expected progress is not as high as in other schools.
- Children start the Early Years Foundation Stage with skills that are below those typically expected. They make good progress and start Year 1 in-line with expectations for their age.
- Pupils who did not read as well as expected by the end of Year 1 are given additional support, which is helping the majority catch up. Most now use what they know of their sounds and letters to help them read tricky words.
- Attainment by the end of Year 2 is average in reading, writing and mathematics. A greater proportion of pupils reach the higher levels in writing than do so nationally.
- By the end of Year 6, pupils' attainment in mathematics is also average. The school has focused on ensuring pupils' knowledge of number facts and core skills of calculation are secure. However, pupils are not always able to apply their mathematical knowledge successfully when asked to solve problems or carry out investigations. The proportion of pupils making better than expected progress, from their starting points, is below average.
- Attainment in reading is also in-line with average by the end of Key Stage 2 and the school is helping the vast majority of pupils to make expected progress.
- Teachers place great emphasis on developing pupils' handwriting, spelling, grammar and presentation of written work. This helps pupils make good progress in writing from their individual starting points.
- The progress made by pupils who are disabled or who have special educational needs is similar to others in the school and varies from class to class.
- The pupil premium fund is used in a variety of ways, for example, to provide small group activities or one-to-one support. This is helping pupils, known to be eligible for free school meals for example, to make good progress. As a result, their attainment is now in-line with others in the school. This is one example of the school's commitment to tackle discrimination.

The quality of teaching

requires improvement

- Although teaching is getting better, it is still judged to require improvement because it is not consistently good enough in every class to ensure that all pupils make rapid progress in mathematics from their given starting points.
- In lessons that require improvement, teachers can often take too long explaining what they want the pupils to do. This leaves little time for pupils to get on with their work independently and so limits progress.
- In other lessons, teachers' expectations are not finely-tuned enough and all pupils are sometimes expected to complete the same task as everyone else. This means that some pupils find the work too hard and struggle to keep up, while more-able pupils finish quickly and then wait for others to catch up. On these occasions teachers do not refocus the work to make it more appropriate for all needs.
- There are examples of good teaching. For example in a Year 2 mathematics lesson. No time was wasted and pupils quickly settled to a range of challenging tasks pitched at the right level.
- Throughout the school, teachers and support staff establish strong relationships with pupils and pupils are confident to take part in lessons. Pupils' spiritual, moral, social and cultural development is promoted well and pupils respect their teachers.
- Teaching in the Early Years Foundation Stage is good and children are helped to work and play well together. As a result, their skills and understanding improve quickly.

The behaviour and safety of pupils requires improvement

- Behaviour and safety require improvement because pupils' attitudes to learning are not consistently positive, especially when lessons fail to capture their imagination or where teachers take too long explaining tasks. On these occasions, some pupils can become restless or mischievous.
- Children in the Early Years Foundation Stage benefit from positive relationships with adults and make good progress in developing their personal and social skills.
- Pupils are happy to come to this improving school and their attendance is in-line with average. The school has worked effectively with a minority of pupils who were absent too frequently. These pupils are now attending much more regularly.
- Around the school, pupils are polite and courteous. They respond quickly if teachers ask them to improve their behaviour.
- Pupils say they get on well together and are well informed about all types of bullying. They explain that teachers help them to resolve their differences. Records show that incidents of bullying are rare and dealt with effectively. Pupils also know how to keep themselves safe when, for example, using the internet.
- Parents say their children are kept safe and are happy at school.

The leadership and management requires improvement

- Leadership is beginning to secure improvements, but overall it is still judged to require improvement because teaching is not consistently good and too few pupils are currently making better than expected progress.
- Leaders have very recently managed a number of difficult staffing issues with tenacity. For example, inadequate teaching has been effectively addressed and with the appointment of new staff, the quality of teaching is improving rapidly in Year 1 and Year 3. However not as much has been done to ensure that all teaching is at least good.
- The headteacher uses data to track the progress pupils make as they move through school.
- The recently appointed deputy headteacher has, together with the mathematics subject leader, reviewed plans to raise achievement in mathematics and new, more robust, plans have been introduced.
- Leaders recognise what is working well and what still needs to improve. As a result, school improvement plans focus on the correct priorities, although self-evaluation is overgenerous.
- Senior leaders are showing the necessary determination and are taking decisive action to accelerate a drive for improvement. Staff are supportive and share an eager desire that this improving school once again becomes good. This underpins the school's commitment to provide equality of opportunity for all pupils.
- Teachers are benefitting from well-planned training events and the headteacher ensures that there is an effective link between teachers' pay and their performance in class.
- Teachers that have responsibility for leading improvements in English and mathematics are appreciating the support from the local authority to develop their role further. Together with local authority colleagues, they are now conducting lesson observations, analysing data and looking at work in pupils' books. These are very recent developments and it is too soon to see their full impact in raising attainment and accelerating pupils' progress.
- The school provides a range of residential visits, trips out and visitors into school. Pupils also appreciate the clubs that are on offer.
- **The governance of the school:**
 - Governors are committed to the school and are passionate about supporting leaders to ensure the school improves. They are aware that while some teaching is good, some needs to be better still. They make sure that pay awards are given when teachers' performance merits reward. They are informed about how the pupil premium funds are being spent, but have not yet established robust procedures to monitor the difference this expenditure is making on pupils' achievement. They ensure that safeguarding requirements are met.

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	117818
Local authority	Kingston upon Hull City of
Inspection number	412191

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	John Wood
Headteacher	Joanne Harrison
Date of previous school inspection	10 March 2010
Telephone number	01482 838968
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