

Ferham Primary School

Ferham Road, Rotherham, South Yorkshire, S61 1AP

Inspection dates 10–11 July 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

- Teaching overall is not yet good because work given to pupils does not always match their abilities and they are not given appropriate levels of challenge.
- Teachers' expectations are not always high enough and as a result, pupils do not always produce their best work
- Marking does not always give pupils enough clear guidance on how they can improve their work.
- Behaviour requires improvement because pupils do not have a clear understanding of the different forms of bullying and how to keep themselves safe when using the internet.
- Pupils, particularly in Key Stage 2, are not making enough progress in mathematics and writing. Not enough pupils reach the higher levels in these subjects.
- School leaders and governors have not been fully effective in significantly raising achievement since the previous inspection.
- Senior leaders are in the early stages of learning about their roles and how to use data more effectively to raise standards.
- The curriculum does not provide enough opportunities for pupils to celebrate different cultures that exist within the school.

The school has the following strengths

- The new headteacher has a clear idea of how to move the school forward. She has already begun to improve the quality of teaching and the systems for managing behaviour. She is also involving more staff in checking and measuring the school's performance.
- Reading is encouraged and taught well throughout the school.
- Pupils feel safe and are well cared for by staff.
- Children have a good start in the Early Years Foundation Stage where they make good progress.
- The quality of teaching is improving and there is more good teaching.
- Teaching assistants are used well to support pupils' learning throughout the school.

Information about this inspection

- The inspection team observed 12 parts of lessons, of which two were jointly observed with the headteacher. The team observed an assembly and listened to pupils read.
- Inspectors had meetings with key staff, pupils, members of the governing body, a representative from the local authority and spoke to parents at the start of the day.
- Inspectors observed the school's work and looked at records of the governing body's meetings, records of pupils' progress, the school's documentation for gaining an accurate view of its own performance, and documents relating to attendance, behaviour and safety.
- Inspectors took into account the 26 responses from the staff questionnaires. There were not enough responses to the online questionnaire (Parent View) to be representative and considered by the inspectors.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Huda Aslam

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The governing body manages the children's centre, which is situated on the same site.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils eligible for the pupil premium (additional funding provided by the government for specific groups, including those known to be eligible for free school meals, children in the care of the local authority and pupils from service families) is above average.
- Most of the pupils are from Pakistani and East Slovakian backgrounds, and overall a high proportion of pupils speak English as an additional language.
- More pupils than normal join and leave the school at different times, other than the usual admission times.
- The new headteacher was appointed in January 2013 and the previous executive headteacher who was leading the school since the previous inspection returned to her school at the end of December 2012. The partnership with the federation ended at the same time.
- There have been changes to the structure, roles and expectations of the senior leadership team.
- At the time of the inspection all pupils had moved into their new year groups and the large majority of Year 6 pupils had left and were attending their new secondary schools. This process had happened a week before the inspection commenced.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
 - work given matches the different needs and interests of all pupils and they are given appropriate levels of challenge, particularly the more-able pupils
 - teachers are clear about what they want the pupils to learn
 - teachers' expectations are raised so that pupils produce and present high quality extended written work
 - marking provides pupils with clear guidance on how to improve their work and time is made available for them to respond to the comments given.
- Accelerate pupils' overall progress and raise standards in writing and mathematics, particularly in Key Stage 2, and ensure that a higher proportion of pupils reach the higher levels in these subjects by:
 - continuing to improve pupils' counting and mental calculations skills
 - providing more opportunities for pupils to solve mathematical problems using real-life events
 - providing more opportunities for pupils to extend their writing in other subjects, as well as in English lessons, and that they are given a real purpose to do so.
- Improve leadership and management by:
 - developing the roles and expectations of the senior leaders so that they can be more effective in using and analysing data in order to raise standards in their areas and help to bring about improvements in the school
 - ensuring that the curriculum enables pupils to have a better understanding of the different types of bullying and how to keep themselves safe when using the internet
 - providing more opportunities for pupils to learn about and celebrate the different and diverse cultures that exist within the school

- ensuring that governors are more confident in checking how the pupil premium funding is spent and the effect it has on the progress of the pupils who are entitled to it.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils' progress in writing and mathematics is inconsistent throughout Key Stage 2 and not enough pupils are reaching the higher levels in these subjects.
- In mathematics, pupils are not making the progress expected of them by the time they leave at the end of Key Stage 2. As a result, pupils do not achieve as well as they should in this subject, particularly those pupils who are more-able. Pupils are not given enough opportunities to solve mathematical problems using real-life events and activities. Leaders have started to address this by ensuring that pupils have more opportunities to do different types of counting every day and to improve their skill of working out mathematical calculations mentally. It is too soon to see the effect of this work.
- In 2012, the proportion of Key Stage 2 pupils that exceeded the expected two levels of progress was above the national average in reading and writing. However, standards in writing at the end of Key Stage 2 were still well below the national average, a reflection of their very low starting points in this subject.
- There has been a specific focus on reading by taking all pupils to their local library and leaders have invested in newer and more meaningful reading material. As a result the proportion of pupils currently exceeding the two levels of progress is above the national average. Results from the Year 1 linking of letters and sounds check were broadly average in 2012 and have improved.
- Children mostly join the Early Years Foundation Stage with skills that are well below those typical for their age. They make good progress because all adults model good use of language to the children, and the indoor and outdoor learning areas are very stimulating and well equipped.
- Standards at the end of Key Stage 1 dipped to well below average in 2012. Although improving at the end of Key Stage 2 in 2012, standards are still well below average. Pupils who join the school at the usual admission time make slightly better progress than those who join at other times.
- Pupils from a minority ethnic background and those who speak English as an additional language, make similar progress to other pupils in the school. Leaders have skilfully recruited staff who speak some of the languages that are spoken by the pupils. This reflects the school's determination to ensure every pupil has an equal opportunity.
- Disabled pupils and those who have special educational needs make at least expected progress throughout the school. This is because leaders ensure that there is focused and personalised support for those that need it.
- Pupils eligible for the pupil premium funding make at least expected progress in reading, writing and mathematics. There is an attainment gap of around two terms between the attainment in English and mathematics of pupils known to be eligible for free school meals and other pupils in the school, but this gap is closing as a result of the recent effective use of extra funding.

The quality of teaching

requires improvement

- Although there is an increasing proportion of good teaching, too much still requires improvement for its overall quality to be judged good.
- Teaching in the Early Years Foundation Stage is good. Teachers' planning incorporates the different needs and interests of the children. This was seen where the various activities that were in both the indoor and outdoor areas captured the children's interest and helped them to confidently talk about the different characters in the story about *The Gruffalo*. However, where teaching is not as good, work given to pupils does not always match their abilities and interests. Consequently, some pupils are not stretched sufficiently well to be able to reach their potential, particularly those that are more-able.
- Where teaching is good, teachers know exactly what they want the pupils to learn and they

explain this clearly to them. This clarity was seen in a Year 2 mathematics lesson. As a result pupils gained a good understanding of how to find the doubles of numbers and all made good progress. In lessons where teachers are not fully clear about what they want pupils to learn, their progress slows.

- One of the school's strengths is that teachers willingly accept advice and are very keen to improve their practice.
- Teaching assistants are well deployed throughout the school to support pupils who need additional help in small groups and for those who speak English as an additional language. For example, in a Year 4 English lesson, bilingual teaching assistants made sure that those pupils who speak English as an additional language were fully included in the lesson by speaking to them in both English and in their home languages.
- Work in pupils' book show that some teachers' expectations are not high enough because pupils do not produce or present enough extended high quality written work in subjects other than English. Sometimes the topic pupils have to write about have little purpose and are not interesting to pupils. The quality of marking is inconsistent throughout the school and does not clearly show pupils how to improve their work and they are not given enough time respond to any comments made.

The behaviour and safety of pupils

requires improvement

- Behaviour and safety require improvements because pupils do not have a good understanding of the different forms of bullying. School's documentation, a small minority of responses from the staff questionnaires and some of the parents spoken to do not agree that behaviour is typically good.
- Pupils say that bullying does happen in school but feel that it is dealt with well when they tell an adult. When it does happen it takes the form of name calling and fighting.
- Pupils say they feel safe in school. They have a clear understanding about road safety but do not have a good understanding about cyber-bullying and how to keep themselves safe when using the internet.
- In the lessons seen, pupils showed that they enjoy learning and want to learn, even in the least effective lessons. Pupils are very polite and friendly and help to make visitors feel welcomed in their school.
- Pupils enjoy taking on different responsibilities around the school. The school council has helped to improve the outside areas at playtimes. Playground Pals are around for those who do not have anyone to play with and litter patrol monitors help to keep the outside area free of litter.
- Although improving, attendance is below average.

The leadership and management

requires improvement

- Leaders and managers have made improvements to teaching and systems for managing behaviour. However, pupils' achievement in writing and mathematics and the quality of teaching are not yet good enough.
- All of the senior leaders are in the early stages of learning about the expectations of their new roles. At times they are quite reliant on the direction and guidance from the leadership of the headteacher, especially when trying to use and analyse data about how the different groups of pupils perform in different subjects.
- The checks made on the quality of teaching and learning are undertaken by all the senior leadership team. Teachers are encouraged to share best practice and recently they have observed each other teach. It is too soon to see the impact of this.
- All teachers and teaching assistants have objectives that link pay awards to pupils' progress, to the school's priorities and also to the new Teacher Standards. They regularly meet with the headteacher to discuss and review the progress made by pupils in their class.

- Some of the strengths of the curriculum include taking pupils out on a trip at least once a term so they can have a better understanding of their topic. The pupils in Year 3 performed Romeo and Juliet at the Octagon Theatre in Sheffield with three other schools, and pupils have visited Rotherham United New York Stadium to see their work on exhibition. However, the curriculum does not enable the pupils to have sufficient understanding of how to keep themselves safe when using the internet.
- The curriculum adequately promotes spiritual, moral, social and cultural development through assemblies. However, pupils are not given enough opportunities to learn and celebrate the different and diverse cultures that exist within the school.
- The local authority provides the school with effective light-touch support by working with the governing body and helping the school to make links with other local schools.

■ **The governance of the school:**

Governors have a good knowledge of the strengths and weaknesses of the school. They have had plenty of training and support from the local authority and have clear understanding of their roles and responsibilities. Different committees thoroughly look at different aspects of the school. They look in depth at standards and progress and are able to use the information to ask very challenging questions and hold senior leaders to account. Governors who are involved with the performance management of the headteacher have had training to do this. They are involved with the decision making on the allocation of the pupil premium funding but are in the early stages of assessing its impact. Governors carry out their statutory duties effectively and ensure that safeguarding practices and procedures meet requirements.

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	106839
Local authority	Rotherham
Inspection number	400059

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	230
Appropriate authority	The governing body
Chair	Roy Parrot
Headteacher	Helen Simpson
Date of previous school inspection	25 May 2011
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