

South Ferriby Primary School

Horkstow Road, South Ferriby, Barton-upon-Humber, Lincolnshire, DN18 6HU

Inspection dates 4 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
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 has serious weaknesses.

- In Key Stage 2, pupils' achievement is inadequate and has been for some time.
- Over time, too many pupils have left the school with unacceptably low skills in mathematics, reading and writing and a legacy of underachievement remains.
- In Key Stage 2, pupils' spelling, punctuation, grammar and presentation skills are weak as a result of poor teaching in the past.
- Pupils' basic mathematics skills are also weak. Work is sometimes too repetitive and pupils are not always given enough opportunities to use and apply their mathematical skills.
- The quality of teaching in Key Stage 2 is inconsistent and therefore requires improvement. Teachers do not always move learning on quickly in lessons. Sometimes, work is too hard or too easy for pupils or time is wasted as pupils wait for others to catch up.
- Behaviour and safety require improvement because sometimes pupils are not as engaged as they might be with their learning. Some end up chatting to each other or going off task.
- Leadership and management require improvement. They have yet to ensure that the quality of teaching and pupils' achievement in Key Stage 2 is consistently good.

The school has the following strengths

- The headteacher has significantly raised expectations by setting challenging targets for pupils. As a result, standards are rising considerably.
- Pupils' progress in all years is accelerating rapidly. Initiatives introduced by the new headteacher are impacting positively on pupils' achievement. Teaching is improving strongly.
- Achievement is good in the Early Years Foundation Stage and in Key Stage 1 as a result of consistently good teaching.
- Governors have an impressive understanding of achievement and are now taking decisive action to improve teaching and achievement.
- Attendance is consistently above average.

Information about this inspection

- This inspection was carried out by two inspectors over one day.
- The inspectors observed six parts of lessons, taught by four staff.
- Meetings were held with pupils, the headteacher, other staff and members of the governing body. The lead inspector had a telephone conversation with a representative from the local authority. Pupils were observed around the school and in the playground and were heard reading.
- Insufficient responses had been submitted to the on-line questionnaire (Parent View), so responses from parents to a recent parents' evening were analysed by inspectors.
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Robert Jones, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- This is a smaller than average primary school serving the rural population around the village of South Ferriby, just south of the Humber Bridge. The school was newly built in 2006.
- A below average proportion of pupils is supported by the pupil premium, which provides additional funding for those pupils in local authority care, and for pupils known to be eligible for free school meals and children from service families. Only a small number of pupils are supported by the pupil premium.
- The proportion of pupils with special educational needs and supported through school action varies from year to year as is expected in a small school, but at the time of inspection, it was broadly average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs at the time of the inspection was above average.
- All pupils are of White British heritage.
- In 2013, the school met the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- At the time of the inspection, the headteacher had been in post for two years.
- The school has recently recovered from a serious financial situation.

What does the school need to do to improve further?

- Improve teaching so that it is at least consistently good and hence raise achievement in reading, writing and mathematics in Key Stage 2 by:
 - ensuring that pupils' spelling, punctuation, grammar and presentation skills are developed effectively so they are well-prepared for the next stage in their education
 - ensuring that pupils are given work that is neither too easy nor too difficult for their different abilities
 - making sure that pupils are not kept waiting for others to catch up or for the teacher to start the lesson so that pupils do not lose concentration and their attitudes to learning are always good
 - giving pupils challenging questions to answer in lessons which require them to think hard and answer in full sentences so that their speaking skills are improved
 - making sure that in mathematics work enables pupils to apply their mathematical skills.
- Improve the effectiveness of leadership and management so that it becomes at least good by:
 - improving the checks that are made to ensure that the quality of teaching in Key Stage 2 enables pupils to make at least good progress
 - increasing the rigour with which teachers are held closely to account for the progress their pupils are making
 - improving subject leaders' use of data so they can be sure that all the improvements to the curriculum and of interventions are having a positive effect on improving teaching and raising achievement.

Inspection judgements

The achievement of pupils

is inadequate

- In Key Stage 2, all groups of pupils underachieve in reading, writing and mathematics. Pupils have not made enough progress for several years. Given their starting points, standards at the end of Key Stage 2 are too low. This is the result of previous weak teaching, targets for pupils that were set too low, repetitive work and low expectations of what pupils can do. In the past, in some years, the bad behaviour of a minority of pupils adversely affected their progress.
- Achievement in reading and writing is inadequate. Weaknesses in literacy skills prevent pupils from making better progress. For Key Stage 2 pupils, this is because their needs were not met well when they were in Key Stage 1. Pupils make errors in the spelling, punctuation and grammar because they have not learned these skills systematically as they have progressed through the school. Moreover, the work in pupils' books shows that their presentation skills are sometimes weak. This makes it difficult for pupils to read their own work. Pupils are able to read fluently because they are taught how sounds relate to letters, but they lack the skills to understand fully what they have read.
- Similarly, achievement in mathematics over time is inadequate because pupils have not learned how to calculate numbers well enough when they were in Key Stage 1. Moreover, pupils sometimes struggle to apply what they have learned in mathematics lessons, for example, in a real-life situation.
- Over time, the most-able pupils underachieve because the work they are given does not match their abilities well enough.
- Disabled pupils and those who have special educational needs have not made sufficient progress as a result of weak teaching combined with programmes that have not met their needs. The interventions for these pupils are now tailored more specifically for individuals and as a result, progress is now accelerating in all year groups.
- Children enter the school with skills and abilities that are below those typically expected for their chronological age. Over time they do not make enough progress. However, improvements in teaching throughout the school are having most impact on achievement in Reception and Key Stage 1. School data and inspection evidence show that these pupils are making good and sometimes outstanding progress from their often low starting points in all subjects. Standards at the end of Year 2 are now comparable with those nationally.
- Since so few pupils are supported by the pupil premium, any direct comparisons of their attainment or progress between them and other pupils is not significant.
- Many of the serious shortcomings which have led to the pupils making inadequate progress are now being tackled as leaders improve teaching and raise standards. Data show that pupils in Key Stage 2 are now making better progress and overall pupils are on track to reach standards in reading, writing and mathematics that are close to national averages by the time they leave.
- As a result of the inadequate achievement made by pupils, the school has not promoted equal opportunities well enough. However, the school now measures the progress of boys, girls and any who are supported by the pupil premium funding well and has now identified which pupils are at risk of falling behind.

The quality of teaching

requires improvement

- The quality of teaching has been strengthened considerably over the past 18 months. There is now no inadequate teaching that remains and teaching in Reception and Key Stage 1 is consistently good. The proportion of good teaching in Key Stage 2 is increasing but the school is aware that more needs to be consistently good and outstanding to make up for some weak reading, writing and mathematics skills that remain in the current Year 6 in particular.
- Tasks are sometimes not matched well enough to pupils' different abilities. This means that the work is sometimes too easy, particularly for the most-able or too difficult for pupils.

- The questions that pupils are asked by teachers sometimes are answered in single words, which do not develop their speaking skills well enough. Some questions are too easy and do not require pupils to think deeply.
- Mathematics teaching, although improving, sometimes does not capture pupils' interests because on occasion they spend long periods of time completing repetitive questions. This means pupils sometimes struggle to apply what they have learned.
- The teaching of reading has improved considerably. Where pupils were once reading and not fully understanding what they had read, they are now quizzed by the teacher and each other about how characters feel in stories and are encouraged to reflect on what they have read.
- In pupils' writing, inspectors saw evidence of how targets for improving their written English were vague or even absent in their past work. The work they have been doing since December 2012 has improved significantly as a result of them being clear about, for example, what constitutes good letter-writing or good writing to persuade. Even so, the teaching of writing still requires improvement to overcome weaknesses in pupils' spelling, punctuation and grammar.
- The feedback that pupils are given on their work is improving. In Key Stage 1 and Reception, it is usually good and sometimes exemplary, with teachers writing detailed comments that they then spend time talking through with pupils. This enables them to make immediate improvements to their work.
- Teaching in Reception and Key Stage 1 is consistently good and improving rapidly. All the teaching observed by the inspection team was of good quality. Teachers make sure pupils enjoy learning through play and learn the essentials of reading, writing and mathematics.
- In the Early Years Foundation Stage, children quickly learn to write common words and make simple calculations because teachers make learning fun; both indoors and outdoors. In one lesson, children worked with each other very well, drawing number lines in chalk outside to help them understand what happens when they add or take away.
- Teaching assistants know just how much help to give pupils without over supporting them. This helps them to solve their own problems and become confident learners who can think things out for themselves. Inspectors saw several pupils with disabilities and special educational needs working very well with other pupils while teaching assistants kept a watchful eye from a distance.

The behaviour and safety of pupils

requires improvement

- Behaviour and safety require improvement because, in lessons, some pupils' attitudes to learning are not always good. At the beginnings of lessons and in between sections of lessons, there is sometimes a lull while teachers organise themselves or distribute materials. During lessons some pupils are also kept waiting while others catch up. During these periods of inactivity a minority of pupils switch off and chat to each other, particularly in Key Stage 2 and lose interest in their learning.
- In the playground and around the school, including at lunchtimes, pupils are generally well-behaved and are, on the whole, polite and courteous to adults and to each other. They take pride in wearing their uniform smartly and are keen to help to keep their classrooms tidy.
- The school keeps a close watch on attendance and this has ensured that it remains above average.
- Pupils say they feel safe and secure from any threats of bullying. School records indicate that there have been a small number of cases of bullying but indicate that it is dealt with robustly on the rare occasions it has occurred.
- Pupils understand how to stay safe when using the Internet. All pupils spoken to by inspectors were very clear what they should do if they received any threatening text messages on their mobile phones.
- School records indicate that in the past the bad behaviour of a minority of pupils has adversely affected learning. More recent records also indicate that this has improved significantly. Behaviour in classrooms is now orderly because teachers manage behaviour well and pupils are

taught the importance of taking responsibility for their actions and co-operating with each other.

The leadership and management

requires improvement

- Leadership and management require improvement because since the last inspection leaders have not acted quickly enough to put robust measures into place to improve teaching and raise achievement. Significant staffing and financial issues took up a considerable proportion of the current headteacher's time when she first took up her post and have hampered improvements to teaching. However, the headteacher has put into place some well-considered initiatives to tackle underperformance in teaching, pupils' achievement and poor behaviour robustly.
- Successes are clearly evident, such as the good progress seen for children in the Early Years Foundation Stage and in Key Stage 1 where standards are rising rapidly. Improvements are now also being seen through Key Stage 2, albeit slower than in other key stages. Leaders are yet to ensure that the quality of teaching in Key Stage 2 is consistently good. This is because the checks made on the quality of teaching sometimes lack rigour. Even so, the headteacher's drive to improve achievement and teaching is having a very positive, long-lasting effect and shows the ability to improve the school's effectiveness further.
- Leaders hold teachers to account for the progress pupils make, but the arrangements for doing so are rather informal and not always rigorous enough. The checks are too infrequent for urgent action to be taken if pupils begin to fall behind. The records of these checks are not yet good enough, particularly in Key Stage 2 to ensure that any issues that are discussed in one meeting can be followed up robustly in the next.
- Previously, targets for what all pupils are expected to achieve were set too low and the methods used to track pupils' progress were weak. This did not enable senior or subject leaders to keep a close enough watch on pupils' progress. However, more challenging targets are now set and this is having a positive effect on raising achievement across the school.
- Senior and subject leaders have introduced many new courses and interventions designed to help those who have fallen behind to catch up and improve all pupils' achievement. However, school leaders do not yet use data sharply enough to so they can be sure that all these improvements to the curriculum and new interventions are having a positive effect.
- The curriculum has been overhauled and improved, particularly so that pupils can make better links across different subjects and improve their literacy skills across subjects such as science and history. In the Early Years Foundation Stage, the good curriculum now enables teachers and leaders to track carefully the progress children make in all areas of learning both indoors and outside.
- Pupils develop a good awareness of spiritual, moral, social and cultural issues through the varied and interesting curriculum on offer. In one lesson, pupils considered the balance between the importance of tourism to Mount Everest and the threats to the ecology of the area.
- The primary school sport funding is being used to make better sports links between schools and to pay for expert coaching. This helps pupils to understand the importance of leading active lifestyles and ensures that more pupils participate in sports. There are good plans in place for this work between schools to continue when the funding ceases.
- Arrangements for safeguarding meet the government's current requirements.
- The local authority has been slow to challenge leaders for the underachievement of pupils that had been evident for some years. It is only relatively recently that it has brokered support from a small group of schools, which is now enabling staff to share their expertise.
- **The governance of the school:**
 - Over time, members of the governing body have been well aware that achievement has not been good enough. Governors were aware of sliding standards, but all their efforts were taken up dealing with serious issues relating to finance. These issues have now been resolved and, for the past 12 months, their focus has been firmly on raising achievement. Members of the governing body have an impressive understanding of national statistics against which the school is judged. The performance of the headteacher is managed rigorously and governors

keep a close watch on the management of teachers' performance and how it relates to the quality of their teaching. Funding from the pupil premium is small. Governors are kept well-informed of what it is spent on, and are aware of their need to hold leaders even more closely to account for the impact of its spending.

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	117752
Local authority	North Lincolnshire
Inspection number	427272

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	79
Appropriate authority	The governing body
Chair	James Shipstone
Headteacher	Lynn Findlay
Date of previous school inspection	20 October 2010
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