

# Boothferry Primary School

Newport Street, Goole, DN14 6TL

**Inspection dates** 21–22 January 2014

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

## Summary of key findings for parents and pupils

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

- A number of pupils who achieved close to expected levels at the end of Key Stage 1 did not progress to meet or exceed expected levels by the end of Key Stage 2, especially in reading, grammar, punctuation and spelling.
- The proportion of teaching that is good or better has not been at a high enough level. This is because a number of teachers have not used information about pupils' abilities well enough to plan work that meets their varying needs.
- Marking of work, especially in subjects other than English and mathematics, does not always include how well pupils read or use grammar, punctuation and spelling in their written work.
- New middle leaders have not yet had the chance to develop their roles and carry out their responsibilities sufficiently to have a positive effect in assisting senior or other established leaders to improve teaching and achievement, especially in Key Stage 2.

### The school has the following strengths

- The headteacher and deputy headteacher provide inspiration to others, especially those who are new to the profession and to the school. Teaching is now starting to improve rapidly.
- Children make good progress in the Early Years Foundation Stage and in Key Stage 1 because of good or better teaching and support.
- There is high morale amongst all the staff.
- Pupils behave well and have good attitudes to their learning. Their attendance and punctuality have recently improved to exceed the national average. They feel cared for and safe.
- Governors are knowledgeable about the school and are now instrumental in ensuring that leaders quickly address weaknesses in teaching.

## Information about this inspection

- Inspectors observed 15 teachers and one teaching assistant providing 19 lessons across all classes. Two lessons were observed with the headteacher and the deputy headteacher.
- The inspectors held meetings with senior leaders, middle leaders, pupils and two members of the governing body. An inspector held a telephone conversation with a representative from the local authority.
- Inspectors listened to individual pupils read both in and out of lessons. Two small groups of pupils spoke with inspectors about their views and thoughts on the school. The inspection team observed pupils in a number of settings, including lessons, on the corridors, during assemblies, break times, in the dining area and the sports hall.
- Inspectors looked at 93 responses to the online questionnaire for parents (Parent View). An inspector met with a group of parents to gather their views about the school.
- Inspectors took account of 35 responses to the staff questionnaire.
- Inspectors observed the school's work and considered a range of documents including the school improvement plan and its report on how the school is performing, governing body documents, curriculum policy documents and policies relating to safeguarding, child protection, attendance and behaviour.

## Inspection team

John Ashley, Lead inspector

Additional Inspector

David Thompson

Additional Inspector

Christine Millett

Additional Inspector

## Full report

### Information about this school

- Boothferry is larger than the average-sized primary school.
- Most pupils are from White British backgrounds, although the proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils for whom the school receives pupil premium funding is above average. The pupil premium is additional government funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after.
- The proportion of disabled pupils and those with special educational needs supported through school action is average, as is that of pupils at school action plus or with a statement of special educational needs.
- The school meets current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been significant staff changes over the past two years, including the recruitment of a number of newly or recently qualified teachers and two new middle leaders following the retirement or promotion of staff.
- The Early Years Foundation Stage provision at the school provides support for local schools.

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

- Increase the proportion of good or better teaching, thereby speeding up pupils' progress in Key Stage 2, by:
  - ensuring teachers consistently use information about pupils' varying abilities in all subjects to plan work that meets their needs
  - providing opportunities for pupils, especially the most able, to practise reading and their use of correct grammar, punctuation and spelling more widely and in greater depth in all subjects
  - checking regularly on pupils' progress across subjects, in particular in reading and understanding of what is read, grammar, punctuation and spelling, so that pupils know how well they are doing and, from teachers' marking, what they need to do to improve.
- Improve leadership and management, by:
  - providing training and support for new middle leaders to develop their skills in checking on the quality of teaching and evaluating its impact over time in their areas of responsibility, especially in Key Stage 2
  - providing time and opportunities for new middle leaders to establish good or better practice in carrying out their roles in supporting other staff at the school.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Since many pupils do not make expected or better progress, especially in reading, punctuation, grammar and spelling from the end of Key Stage 1 to the end of Key Stage 2, achievement requires improvement.
- Children join the Nursery class with knowledge, skills and understanding which are well below those typical for their age; those who enter the Reception class do so with levels of skills that are below those typically found.
- Children in the Early Years Foundation Stage make good progress from their starting points. They rapidly learn to behave and socialise well with other children in the Early Years setting. This enables them quickly to begin to explore their surroundings, share ideas and learn about phonics (letters and the sounds they make), as well as make sense of numbers through their use of mathematical terms.
- Pupils make good progress in their learning, reaching standards of attainment in line with national levels and slightly above in writing by the end of Key Stage 1. Pupils who speak English as an additional language have to catch up ground and do not achieve at the same levels by the end of Key Stage 1, but make good progress with support from skilled teaching assistants. The most-able pupils love challenges like 'hunting for words', or learning to make amounts of money using different coins and then recording their findings.
- Pupils enjoy reading and practise their skills from a very young age. At the end of Year 1, pupils achieve above national expectations in the annual check on their knowledge of phonics.
- Older pupils in Key Stage 2 enjoy reading but they do not all make expected or better progress by the time they reach the end of Key Stage 2. For example, the most-able pupils do not achieve at the higher levels because they do not have the opportunity to read in greater depth in all subjects or to develop their thinking about what they have read. Sometimes, pupils' writing is not grammatically correct or spelling errors are repeated in topic work.
- In mathematics, pupils in Year 6 make great progress when developing their skills in sequencing decimal numbers. They develop their understanding of mathematical terms.
- Disabled pupils and those who have special educational needs make progress in line with their peers at the end of Key Stage 1. In 2013, by the end of Key Stage 2 overall these pupils made expected progress, including in reading, although a small number of them only made small steps of progress and were adrift from their peers nationally by about two terms.
- Pupils known to be eligible for free school meals made good progress by the end of Key Stage 2 to attain more highly than their peers in school in mathematics, writing, punctuation and grammar and just below in reading. However, overall the attainment of these pupils is approximately one and a half terms behind their peers nationally in mathematics but adrift by two terms in reading, grammar, punctuation and spelling. These improving outcomes indicate that the school is promoting better equal opportunities to learn, although more needs to be done to close the gap in reading.

### The quality of teaching

### requires improvement

- Teaching is now improving strongly. However, until very recently, the proportion of good or better teaching has not been high enough and so overall, teaching requires improvement. A number of lessons have not focused sharply enough either on making sure pupils' varying abilities in reading, writing and mathematics are used as a starting point for planning work that is well matched to their needs or on checking on pupils' progress in these areas. This means that pupils have not always made good progress.
- However, senior staff have worked exceptionally well in a short time to support newly qualified teachers or teachers new to the school in improving their lessons. Classrooms are attractive and welcoming and encourage pupils to learn well. Pupils say they are well supported in their

lessons.

- Teaching and support in the Early Years Foundation Stage and at Key Stage 1 are strengths of the school. For example, staff are exceptionally skilled in promoting clear routines for children so that they quickly become ready to learn about phonics. Children soon start to read simple words and write short sentences together. Support staff provide great assistance for those who speak English as an additional language so that they too become confident and make progress.
- Teachers are now more often using their knowledge of pupils' abilities in English and mathematics to plan their lessons. The consistent marking of pupils' work is a developing strength of the school, particularly in mathematics and English lessons because all staff make sure that pupils know their learning targets and what they need to do to improve. Pupils are also able to speak knowledgeably about their learning.
- However, not enough attention has been given to providing more opportunities for pupils to develop their reading skills in other subjects or for them to develop more accurate grammar, spelling and punctuation when writing independently. On too many occasions, errors in writing (for example, in spelling) are not picked up quickly or shared with pupils so that they can then check their own work in order to improve it. This is particularly noticeable in the work in pupils' topic books.
- Some teaching is good and ensures that pupils have a thirst for learning. This was seen, for example, when pupils studying the Second World War were acting out scenes and carrying out research. They said that they had 'a wonderful lesson' after they played a game about how the Battle of Britain was won, and were able to recount a number of facts and figures from their lesson.
- Mathematics lessons are enjoyed by pupils in both Key Stage 1 and Key Stage 2 because they like using new mathematical language and practical resources to explain how they work out odd and even numbers or when describing and demonstrating what an improper fraction is.
- Teaching assistants, including those supporting pupils who speak English as an additional language, provide strong support and guidance to all groups of pupils so that they make good progress in mathematics and information and communication technology.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. They enjoy coming to school and settle quickly to lessons. They have good attitudes and want to learn; only very occasionally do they become distracted because they are uncertain how to proceed with their work if they have to make corrections in their writing.
- Pupils behave well towards each other and share the wide range of play equipment with fun and enjoyment. Older pupils take responsibility to act as play leaders with younger children.
- Pupils' spiritual, moral, social and cultural development is extremely well promoted, for example, in a Key Stage 1 assembly about friendship.
- Attendance has rapidly improved to meet national averages over the past term.
- Staff manage behaviour calmly and consistently. For example, in all lessons, a 'rain shower' device is used with great effect to gain pupils' attention.
- The school's work to keep pupils safe and secure is good. Policies for behaviour and safeguarding are consistently followed. Pupils feel safe in school and well cared for. There is little bullying or name-calling and there have been no recorded exclusions, racist or homophobic incidents in the past two years. Any minor incidents are recorded and followed up effectively.
- Pupils take responsibility for their safety and that of others in school. They move calmly around the building, on the corridors and outside so that there is a safe and non-threatening environment. The wonderful displays and lack of litter and graffiti promote calm teaching and learning.
- Parents speak highly of the school and the vast majority would recommend it to others. One parent stated that, 'It's a bit special here!'

**The leadership and management are good**

- Senior leaders have inspired their staff, particularly those who have recently qualified as teachers or who are new to the school.
- The headteacher wants 'the very best for the children and their families' and has established a very positive climate for learning. There is high staff morale because teachers and support staff feel exceptionally well supported in their work and share the same ambition for the school, alongside a knowledgeable governing body.
- In partnership with supportive local authority representatives, senior leaders have established strong checking systems to assess the quality of teaching and pupils' achievement, closely linked to the nationally agreed Teachers' Standards. Other leaders already at the school have been fully involved in this process, leading to very effective support for recently qualified teachers so that improvements have occurred in a short period of time.
- Staff support the school's strong performance management systems that link performance closely to salaries. Teachers and support staff benefit from the training that is offered within school and through external courses.
- New middle leaders who have just joined the school have not yet been able to have an impact, but senior and other leaders know that they need to act quickly to ensure that this happens so that teaching and achievement in their areas, and especially in reading, grammar, punctuation and spelling, continue to improve.
- The school's curriculum is imaginative and fun. Pupils say they love the chance to act out Second World War scenes or imagine what it is like to be a Celtic warrior. They enjoy the chance to 'bank' their money each week to turn 'pennies into pounds' with the Credit Union or to do nifty dance moves in an after-school club led by secondary-age pupils. The curriculum promotes strong spiritual, moral, social and cultural development.
- The primary school sport funding is well used to promote better physical well-being and skill levels of pupils; this was observed, for example, in a gymnastics lesson taught by a teacher who had received coaching from a specialist teacher.
- There are positive partnerships with local schools; this is the case, for example, where the strong practice in the Early Years Foundation Stage has been shared.
- Safeguarding arrangements at the school fully meet statutory requirements.
- **The governance of the school:**
  - Governors are knowledgeable about the school. A committee has been set up and meets regularly, asking challenging questions of senior leaders, especially about teaching and achievement. Their understanding of these matters, following focused visits, enables them to make clear decisions about performance and pay. Governors have received training, for example, in safeguarding and understanding school information about pupils' attainment and progress. They manage the school's budget well. For instance, they know that the use of the pupil premium funding to increase support staff levels has led to eligible pupils making good progress and exceeding the attainment of their peers in school overall in mathematics, writing and just below in reading. Governors fully promote equal opportunities through their work on behalf of the school.

## 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

<b>Unique reference number</b>	117941
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	430874

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

<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>	387
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeff Watson
<b>Headteacher</b>	Rosalind Williamson
<b>Date of previous school inspection</b>	25 April 2012
<b>Telephone number</b>	01405 762151
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