

CfBT Inspection Services
Suite 22

West Lancs Investment Centre T 0300 123 1231

Maple View

Skelmersdale

WN8 9TG

Text Phone: 0161 6188524

enquiries@ofsted.gov.uk

www.ofsted.gov.uk

Direct T 01695 566863

Direct F 01695 729320

Direct email: jbennett@cfbt.com



12 September 2014

Mrs Lynn Findlay
Headteacher
South Ferriby Primary School
Horkstow Road
South Ferriby
Barton-upon-Humber
Lincolnshire
DN18 6HU

Dear Mrs Findlay

Serious weaknesses monitoring inspection of South Ferriby Primary School

Following my visit to your school on 11 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school was judged to have serious weaknesses following the section 5 inspection which took place in December 2013. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time the school is making reasonable progress towards the removal of the serious weaknesses designation.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Director for People for North Lincolnshire.

Yours sincerely

Marianne Young

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in December 2013

- 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 of 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 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.

Report on the second monitoring inspection on 11 September 2014.

Evidence

The inspector met with the headteacher, the Chair of the Governing Body and three teachers, two of whom have responsibility for English and mathematics. The inspector observed lessons with the headteacher to see pupils at work. A number of documents were scrutinised, including records from local authority visits, minutes from governing body meetings, pupils' books and the 2014 national test results for pupils in Years 2 and 6.

Context

There have been no changes to the context of the school since the previous monitoring inspection.

The quality of leadership and management at the school

The determination described at the previous monitoring inspection to make sustainable and appropriate changes has continued. Consequently, the latest national test results for pupils in Years 2 and 6 plus the class records show that pupils are making better progress than before. Careful tracking of individual pupils is the norm and a record is kept so that leaders and governors can monitor the impact of additional support given to some pupils. Teachers plan lessons carefully and give due regard to individual pupil needs. All pupils have their targets on their desks and the older ones told the inspector exactly what they need to do to get better in different subjects. Pupils described how they help each other in English and mathematics lessons. This was seen in practice in one lesson when a pupil took over from the teacher and helped another by explaining how to partition numbers.

Middle leaders are taking more responsibility for improving their subjects because of additional training and support they receive. Governors make regular visits to classrooms to check on particular things. Thus they are able to gain information first hand, so that they can challenge from a position of strength and not rely solely on receiving reports from school leaders.

Strengths in the school's approaches to securing improvement:

- The headteacher's unswerving drive to ensure that all pupils make the progress of which they are capable.
- A coherent approach in classrooms to ensure pupils are ready to learn because they have the correct equipment and behaviour rules are applied consistently.
- Senior leaders and external consultants provide regular and helpful feedback to teachers when they observe lessons.

- Pupils' books are marked regularly in all subjects.
- Systematic opportunities for all staff to observe practice in other schools.
- Teachers attend professional training and meetings regularly to help them improve their teaching.

Weaknesses in the school's approaches to securing improvement:

- Not all teachers ensure that all pupils make better than expected progress in English and mathematics particularly.
- When teachers mark pupils' books they do not always revisit their comments to check whether these have been acted upon.
- Pupils do not always have time in lessons to read and respond to corrections made in all their books.
- The targets pupils have to use in their English and mathematics lessons must be considered and used in all subjects.

External support

Local authority officers continue to support leaders and to conduct regular reviews. Middle leaders have benefited from working with the senior School Improvement Officer so that they are more confident leading and monitoring their subjects. Senior leaders' links with other schools in the Barton Local Collaborate Trust is proving beneficial by providing training and opportunities for staff to learn from each other.