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23 January 2015

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

Dear Mrs Findlay

### **Serious weaknesses monitoring inspection of South Ferriby Primary School**

Following my visit to your school on 22 January 2015 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 third 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 third monitoring inspection on 22 January 2015.**

### **Evidence**

I met with the headteacher and a representative of the local authority. The focus of the inspection was to ensure that strengths identified at the previous monitoring inspection had been consolidated and there are now fewer weaknesses than before. I observed lessons with the headteacher, spoke with pupils, looked at their books, evaluated teachers' plans and observed an assembly.

### **Context**

Since January 2015, Year 3 and 4 pupils are taught by a temporary teacher. The teacher who taught Years 3 and 4 pupils previously now teaches pupils in Year 1 and 2 following the departure of the previous teachers.

### **The quality of leadership and management at the school**

Senior leaders and governors continue to work hard so that the improving situation seen during the previous monitoring inspection continues. School data and lesson observations support a picture of pupils given appropriate work and generally making progress. However, the progress made varies from class to class. During the monitoring inspection older pupils especially made use of the English and mathematics targets on their tables so that they understand what they need to do to get better.

Lessons are planned carefully but in some classes the challenge for individual pupils did not match their capabilities. Consequently, some pupils had to wait for others to catch up before moving forward. Senior leaders and governors recognise that the pace of change must continue to increase so that improvements made do not slip backwards or lose momentum.

Senior leaders recognise the need to improve reading so that pupils can read with understanding of the text rather than identifying words correctly. Pupils read regularly with their buddies and initial signs reflect an improving situation. Those pupils who are likely to reach the higher levels in mathematics are working with the headteacher so that they can reach their potential. Again, initial signs are positive.

### **Strengths in the school's approaches to securing improvement:**

- Pupils in Year 5 and 6 use their English and mathematics targets regularly in a range of subjects.
- The marking of pupils' books is mostly thorough with helpful comments so that they know how to improve. However, some comments are not revisited by

teachers to check that pupils understand what has been written and act upon them.

- Senior leaders and governors continue to challenge staff regularly.
- Middle leaders are taking responsibility for their subject areas so that initiatives can be shared with all staff.

### **Weaknesses in the school's approaches to securing improvement:**

- The variability that currently exists in the challenge provided for pupils of different abilities.
- Leaders need to ensure that recent staff changes do not hinder or slow the progress all pupils make.
- All staff and governors must consider which aspects of the curriculum promote British values and if coverage happens in all classes.

### **External support**

The middle leader with responsibility for English is working closely with the local authority consultant to ensure that staff are making accurate judgements about pupils' work. Meetings take place regularly with staff at schools in the Barton Local Collaborate Trust so that teachers can share expertise and learn from each other. The senior School Improvement Officer checks regularly that the school continues to move forward and that senior leaders are able to drive improvements on their own.