

# Ferham Primary School

Ferham Road, Rotherham, S61 1AP

**Inspection dates** 21–22 May 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- The school is well led by a highly motivated and dedicated headteacher and equally committed staff. The governing body knows the school very well and is instrumental in securing improvements. Together, this effective team face and surmount the challenges set them by the high numbers of pupils who join and leave the school outside normal times.
- The quality of teaching is consistently good. Lessons engage pupils in their learning. They benefit from good-quality questioning, which promotes language skills well.
- Pupils also benefit from effective support within the classroom, in groups or individually, as appropriate to their needs.
- Systems for tracking pupils' progress are rigorous.
- The school is a friendly and welcoming place where pupils behave well, are attentive in lessons and keen to learn. Pupils are kept safe in school as well as when out on visits. They feel safe and well cared for.
- Achievement is good overall. Pupils make good progress, often from starting points that are significantly below those typical for their age. All groups of pupils receive consistently good support, which enables them to achieve well during their time in school.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils know right from wrong. They have opportunities to reflect. They appreciate fundamental British values such as tolerance and respect for people from all walks of life.
- The early years provision is good. Children are made to feel welcome and settle quickly. They enjoy a wide range of exciting activities and make good progress because their needs are well understood.
- Attendance is well documented and good attendance is rewarded. This has led to improvements.

### It is not yet an outstanding school because

- Pupils are not always given sufficient guidance to enable them to improve their work.
- Occasionally, the most able do not move on quickly enough to more challenging work.
- There are missed opportunities for pupils to talk about their work before starting to write.
- Expectations of what pupils can achieve within a given period of time are not high enough.
- There are missed opportunities to share the best practice that exists in school.
- Teaching does not use information and communication technology effectively enough to develop pupils' skills.

## Information about this inspection

- Inspectors visited several lessons or parts of lessons, some of which were observed jointly with the headteacher. They looked at a range of pupils' work and heard a number of pupils from Year 2 and Year 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils. Inspectors also met the vice chair and other members of the governing body. They held a meeting with a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed playtimes, assemblies and lunch breaks. The examined displays around school and also in classrooms.
- Inspectors were unable to take into account responses to the online questionnaire, Parent View, as there were too few to register. However, inspectors looked at the results of a parent questionnaire carried out by the school.
- The views of staff and pupils were also considered.

## Inspection team

Christine Millett, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

## Full report

### Information about this school

- Ferham is slightly smaller than the average-sized primary school.
- The Nursery offers part-time places. Reception children attend on a full-time basis.
- Approximately half of the pupils are of Pakistani heritage. Others are from a range of ethnic backgrounds. The majority of pupils speak English as an additional language and an increasing proportion of pupils speak little or no English when they start at the school.
- The proportion of pupils known to be eligible for support through the pupil premium funding is above that found nationally. The pupil premium is additional funding to support disadvantaged pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of pupils who join and leave the school at times other than the normal starting point is exceptionally high.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Rotherham Central Children's Centre is located on the school site and is subject to a separate inspection. The last inspection took place in October 2011. This report can be found on the Ofsted website.
- The school is part of the Winterhill Learning Community.

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

- Improve the quality of teaching from good to outstanding by:
  - making sure that the quality of marking is consistently good throughout the school and pupils know how to improve their work
  - raising teachers' expectations of what pupils can achieve in lessons
  - checking the progress of pupils within lessons and moving them on to more challenging work as soon as they are ready
  - providing, where necessary, appropriate training for staff to enable them to improve provision in information and communication technology to enhance pupils' learning and skills
  - giving pupils, particularly those new to speaking English as an additional language, time to talk about their work before they begin writing
  - continuing to share the best practice that exists in the school.

## Inspection judgements

### The leadership and management are good

- Leadership and management are good because they have developed a culture which has secured improvements since the previous inspection, resulting in good teaching, behaviour and achievement.
- There is a good sense of team work within the school with staff willing to take on extra responsibilities to cover for staff absence. Staff are committed to consolidating what has been achieved so far and building on this to bring about further improvement. Effective senior and middle leaders drive forward the school's programme of ongoing improvements.
- The school's plans for improvement are based on an accurate view of its effectiveness. They identify actions to help the school meet the targets it sets itself. Subject leaders have become increasingly involved in the checking of the quality of teaching and learning in their areas through lesson observations and looking at the work in pupils' books.
- Leaders check the quality of teaching and how well pupils are doing regularly during the year through meetings about pupils' progress. This information is used to set targets to promote faster rates of progress for different groups of pupils. Consequently, any gaps in attainment between disadvantaged pupils and other pupils in the school are closing.
- The school has adopted a rigorous system for managing the performance of teachers. Teachers' pay is clearly linked to how effectively they enable pupils to learn. Staff training is suitably linked to targets set for teachers, as well as current priorities for improving the school.
- Pupils' learning experiences across a range of subjects are varied and memorable. These are enhanced through related visits and visitors. Links between subjects enable pupils to build on the skills they acquire in reading, writing and mathematics. Computing and French extend pupils' skills further. However, the use of information and communication technology is not consistent across the school.
- Pupils' spiritual, moral, social and cultural development is promoted strongly through participation in events such as the Rotherham Children's Festival. This includes opportunities to play a musical instrument, sing in a choir, perform Shakespeare and see their art work exhibited at the Rotherham United football stadium.
- Pupils learn about different religions and cultures and are developing an understanding of life in modern Britain. Through the subjects taught, they gain an understanding of how the past has shaped the present. Pupils see democracy in action through the election of the school council. They understand the need for rules and show mutual respect in the way they listen to and learn from each other.
- Pupils from all backgrounds and of all abilities are welcomed into school. The school is diligent in its efforts to ensure that all pupils, particularly those who start school at different times during the school year, receive additional help and support as appropriate to their needs. However, pupils do not yet achieve equally well across the key stages. The school is committed to equality of opportunity for all pupils and discrimination is not tolerated. All pupils have access to the extra activities and visits that take place.
- The pupil premium funding is used effectively to ensure that disadvantaged pupils receive any support needed and have access to the same opportunities as other pupils in school. As a result, they achieve at least as well as other pupils in school.
- The school is making good use of the additional primary physical education and sport premium. The employment of specialist teachers is increasing pupils' access to physical education and providing additional training for teachers. The funding is also used to ensure that all pupils can swim.
- The school has good working relationships with the children's centre and local secondary school, which ensure smooth transition from one phase to another.
- Governors make sure that statutory responsibilities, such as safeguarding requirements, are in place and effective.
- The local authority has a highly effective relationship with the school, offering a good range of support for governors, leaders and teachers. The school has access to further support and training should it be required.
- The very large majority of parents who responded to the school's survey have positive views of the school. They are encouraged to be involved in their children's learning through information evenings, drop-in sessions, newsletters and celebration assemblies. Parents and families receive sensitive and valuable support from the school through family learning sessions. Interpreters are present at all meetings with parents as required.

### ■ The governance of the school:

- The governing body is committed to supporting the school to continue to improve. In response to the previous inspection, it has undergone a review by a national leader of governance and carries out a self-review annually. This has increased governors' ability not only to support the school but to challenge and question school leaders on actions being taken. Governors receive valuable information from school leaders about the progress of pupils and make regular visits to the school to gain accurate, first-hand information about the quality of teaching. Governors are involved in the process of checking how well the school is doing compared to other schools, as well as in discussions around the school development plan. They understand the school's strengths and areas for improvement and are involved in assessing the school's effectiveness. Governors understand the performance management of the headteacher and how the performance of other staff links to salary progression. They know how the school rewards good teaching and tackles any underperformance. Governors take advantage of training opportunities to develop their expertise and so enable them to fulfil their roles. They have benefited from the significant support offered by the local authority. Governors keep a close eye on the school's budget. They are aware of the impact that pupil premium funding has on pupils' progress and how the additional sports funding is being used.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good.
- Pupils are polite, friendly and helpful. They are very willing to talk about their school and the enthusiastic 'tour guides' are eager to show visitors around. Many pupils spoke of how much they enjoy coming to school and used words such as, 'friendly', 'fun', 'exciting', and 'respectful' to describe it.
- The school actively promotes good behaviour through the popular rewards system. Pupils earn points that can be saved or spent in the school shop. As a result, behaviour in lessons is good and very little time is wasted. Inappropriate behaviour is rare. The school works effectively with individual pupils who sometimes struggle to control their behaviour.
- Pupils show respect for their teachers and classmates. They listen well and learn from each other through successful collaboration with learning partners. In discussions with inspectors, pupils were confident and explained their work clearly.
- Movement around school, at lunchtime and in assemblies, is extremely orderly. Pupils consistently follow well-rehearsed routines, which make for a calm and harmonious atmosphere. Playtimes are active, social occasions where friends get together to play or chat. The playground is well equipped with a good range of small equipment and larger wooden climbing frames. Some of the younger pupils thoroughly enjoy dressing up and performing their own stories on the playground stage.
- Pupils willingly take on responsibilities and carry out tasks around the school to the benefit of all. For example, playground pals are present at playtimes, music monitors prepare for assemblies and the school council considers how to improve aspects of the school's work further.
- As a result of the high numbers of pupils who join or leave the school outside of normal times, attendance remains below average. The school is extremely vigilant in keeping track of its pupils who remain on school registers until their whereabouts is known. The school works tirelessly to support all families and pupils where attendance is low. The importance of good attendance is promoted constantly throughout the school and persistent absence is followed up rigorously. Good attendance is rewarded weekly and termly.

### Safety

- The school's work to keep pupils safe and secure is good. Parents and staff agree that pupils are kept safe. One pupil commented that, 'Teachers look after you, just like your parents at home.'
- Pupil safety is paramount. Because of the location of the school near a canal and very busy main roads, pupils are taught how to keep themselves safe in these situations. The police and contractors instruct pupils on crossing roads safely and all pupils learn to swim. Other visitors, such as the fire service, cover other aspects of personal safety.
- Pupils learn to understand the term 'bullying' and the difference between that and falling out. The majority of pupils know there are different forms of bullying, such as cyber-bullying. Safe use of the internet is promoted in all classes.
- Pupils know that staff care and someone is always there to help them in times of difficulty. They say they are treated fairly and no-one is left out.

- The school's policies to protect and keep children safe are in place and reviewed regularly.

### **The quality of teaching** is good

- The quality of teaching and learning throughout the school, including in the early years is good. As a result of the strong relationships between pupils and adults, there is a very positive climate for learning throughout the school. Pupils have sufficient confidence in staff to ask for help if it is needed.
- Teachers' subject knowledge is good. They ask questions that require detailed answers that not only check pupils' understanding but also help develop the language skills of those pupils who speak English as an additional language.
- Teachers and skilled teaching assistants give good levels of support to disabled pupils and those who have special educational needs. Bilingual support is available to help those who are new to speaking English as an additional language. Staff know their pupils' needs well and provide purposeful activities to ensure that these pupils catch up with their classmates. Highly effective support is also on hand to increase pupils' personal, social and emotional development.
- Teachers ensure that tasks are appropriate to the varying needs of pupils. However, occasionally teachers do not always check pupils' learning in lessons often enough to make sure that they move pupils on rapidly once they have mastered a task; nor do they make it clear how much work they expect pupils to complete. Consequently, a small number of pupils in some classes do not achieve as well as they might.
- The quality of the marking of pupils' work has improved. Pupils' work is regularly and accurately marked and often teachers provide comments to help them improve their work. However, this approach to marking is not consistent across the school. Consequently, pupils do not always know what they must do in order to improve their work, especially in mathematics.
- The teaching of writing is good. Pupils are given opportunities to write for different purposes. They benefit from a wide range of first-hand experiences to inspire them to write. Some pupils, particularly those who speak English as an additional language, do not always have the opportunity to discuss what they want to write about before putting pencil to paper. However, achievement in writing is improving.
- Pupils are enthusiastic readers. Those heard to read by inspectors shared a love of books and eagerly discussed their favourite books and authors. They were able to explain clearly how the school had helped them become better readers. They described a range of approaches that they would use, such as 'sounding out' and 'breaking the word up,' when coming across an unknown word. There is an abundance of good quality reading materials throughout the school.
- The teaching of mathematics is also good. Pupils benefit from practical activities to help them with new learning, which leads to a genuine enjoyment of the subject. For example, in one class pupils were learning to interpret graphs. They could not wait for playtime to be over so they could finish their work. They became totally absorbed in what they were doing, discussing their findings eagerly with their partner. Achievement in mathematics is also improving.
- The school has a good range of information and communication technology equipment. However, neither staff nor pupils use it regularly enough to promote pupils' learning and skills effectively enough.
- Attractive displays along corridors and in classrooms celebrate pupils' achievements and show that their work is valued.
- There are still too few opportunities for staff to benefit fully from the good teaching practice of their colleagues.

### **The achievement of pupils** is good

- An exceptionally high number of pupils start school at different times of the school year and leave again after relatively short periods of time. As a result, class groups are constantly changing and only a small proportion of pupils remain in school from early years, or Key Stage 1, until the end of Year 6. This means that published data do not give an accurate picture of pupils' achievement. In addition, an increasing number of pupils arrive with little or no knowledge of the English language and some have never been to school before. Therefore, starting points are low for these pupils.
- The school's tracking of pupils' achievement is rigorous. It not only follows the progress of those pupils who have been in school longest, which it refers to as non-mobile pupils; it also keeps track of the progress of individuals who have not been in school for sustained periods of time. This system, supported by other evidence gathered by inspectors during the inspection, shows that, from their individual starting

points, pupils make good progress during their time in school.

- In 2014, the results of the national screening check for phonics (letters and the sounds they represent) of all Year 1 pupils were below the national average, but showed an improvement on the previous year. In addition, many pupils who did not meet the standards in 2013 had done so by the end of Year 2. Pupils of Pakistani heritage, who made up half of this class and tended to remain in school, scored well above the national average.
- Standards by the end of Year 2 vary year-on-year according to the early years experiences of pupils. In 2014, published results showed that standards were below average in reading, writing and mathematics with no pupils reaching the higher Level 3 in writing. Current data, supported by inspection evidence from observing learning in lessons and the work in pupils' books, show an improvement in all areas. While still below national averages overall, some pupils are now reaching the higher levels. However, those pupils who have been in school the longest achieve results that are similar to national averages.
- In 2014, the results of the national tests taken at the end of Year 6 showed that attainment in reading, writing and mathematics was below the national average for all pupils. However, the proportion of pupils who had attended school since Key Stage 1 or earlier, achieved much nearer to national averages and made at least the levels of progress expected of them. Progress in mathematics was better than expected.
- The non-mobile, most-able pupils achieve well during their time in school. In 2014 a higher proportion of the most-able pupils reached the higher levels in reading and mathematics than in previous years. The most able pupils currently in Year 6 are working at higher standards than their most able peers last year. This is supported by evidence in pupils' books and the most recent data collected by the school.
- The proportion of disabled pupils and those who have special educational needs varies from class to class, as does the complexity of their needs. The school quickly identifies individual needs and provides good systems of support that are carefully monitored. From their starting points, these pupils make similar good levels of progress as their classmates.
- The needs of those pupils who join the school at different times of the school year are well met. They settle quickly and are incorporated into classes quickly and sensitively. The acquisition of language for those pupils for whom English is an additional language is rapid. They catch up quickly and achieve well.
- In 2014 over half the pupils in the Year 6 class were disadvantaged, of whom many were new to school, so meaningful comparisons between their achievement and non-disadvantaged pupils in the school and nationally are impossible to draw. School data, supported by inspection evidence, show that, currently, the actions introduced by the school to narrow any gaps between disadvantaged pupils and others are continuing to have the desired impact.
- Good-quality teaching is having a significant impact on achievement throughout the school. Work in pupils' books and the school's own assessment records show that progress in reading, writing and mathematics in all classes is continuing to improve, with the vast majority of pupils now making at least good progress.

### The early years provision

is good

- Good leadership and teaching secure good achievement for all children in the early years. All staff work together as an efficient team. They provide a bright and stimulating place to learn in which children thrive. They keep a close check on children's progress and take prompt action if any child gives cause for concern. Staff identify the learning needs of all groups of children and take steps to ensure these needs are met.
- Routines are quickly established so children understand the standards of behaviour expected of them. They learn to listen to each other respectfully and to share responsibilities. Children are encouraged to tend to their own individual needs. All this takes place in a warm and caring atmosphere where children are treated as individuals. They receive lots of praise and encouragement and this raises children's self-esteem and confidence and ensures they behave well.
- The quality of teaching is good. The early years provides a wide variety of learning experiences. Adults interact well with children and are constantly looking for ways in which to extend children's skills. As many children are just starting to learn to speak English or speak English as an additional language, there is an appropriate focus on developing their skills in communication, reading and writing. Good use is made of the outdoor area. However, there is less focus on reading, writing and mathematics outside, which are sometimes not promoted as strongly as they are indoors.
- Children achieve well during their time in the early years. From varying, and often very low, starting points they all make good progress. Good links between classes ensure that the moves from one class to the next are smooth. Not all children who start in early years move onto the end of Key Stage 1 and those who do are often joined by children from other settings or who have not yet been to school. However,

children in the Reception class are well prepared for Year 1.

- Good relationships with parents and the sharing of information begin before children start school through home visits. Parents are welcomed into the classrooms and are encouraged to attend 'stay and play' sessions. This gives children the opportunity to share their work and experience pride in their achievements.
- Staff have a high regard for children's safety and ensure they are safe at all times.



## 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>	106839
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	462207

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>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Clark
<b>Headteacher</b>	Helen Simpson
<b>Date of previous school inspection</b>	10 July 2013
<b>Telephone number</b>	01709 740962
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