

# South Ferriby Primary School

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

**Inspection dates** 2–3 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	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 excellent leadership of the headteacher in tackling underperformance has led to rapid improvement.
- Effective provision in the early years ensures that children get a good start to their learning. They are well prepared to enter Key Stage 1.
- Attainment in Key Stage 1 and 2 has improved considerably. Pupils in all key stages make good progress in reading, writing and mathematics. By the end of Year 6, standards are at least average and often higher.
- Teaching over time is good overall and some is outstanding. Activities are varied and interesting, effectively holding pupils' attention. Staff check pupils' understanding carefully and probe their thinking through effective questioning. Consequently, pupils make good progress.
- The use of assessment to inform teaching is strong. As a result, teachers match activities to pupils' needs accurately and provide challenge for all pupils.
- Pupils are very well known as individuals and they receive good quality help and support. This enables all pupils, including those who are disadvantaged or vulnerable, to make good progress and achieve well.
- Pupils behave well in school and enjoy their learning. They value the very good relationships they have with their teachers and with other pupils in school. Pupils say that they feel safe.
- Staff morale is high because they feel valued and well supported. They have worked closely together as a team and share a vision for continuous improvement.

### It is not yet an outstanding school because

- There are too few instances of outstanding teaching to make pupils' achievement outstanding.
- Pupils' understanding of different cultures and communities is not fully developed.
- Governors do not always rigorously hold the school leadership to account for the progress of pupils.

### Information about this inspection

- The inspector observed 10 parts of lessons, some conducted with the headteacher.
- Meetings were held with the headteacher, middle leaders, members of the governing body and a representative of the local authority.
- The inspector spoke with pupils in lessons, at lunchtime and at playtimes, listened to pupils read and met with groups of pupils from all classes.
- The inspector spoke to several parents after school and took account of a recent parental survey carried out in school.
- The inspector took account of 22 questionnaires returned by members of staff.
- Together with the headteacher, the inspector looked at pupils' progress data, information about the performance of teachers, documents relating to behaviour and safety, and documents relating to safeguarding.

### Inspection team

Lesley Butcher, Lead inspector

Her Majesty's Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- This is a much smaller than average-sized primary school.
- Children in the early years attend full time.
- The proportion of disadvantaged pupils, those who are eligible for support through the pupil premium, is below average. The pupil premium is additional funding provided for children who are looked after by the local authority and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils from minority ethnic backgrounds is well below average and all pupils speak English as their first language.
- The school meets the government's current floor targets, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- South Ferriby Primary School is a community school working under North Lincolnshire County Council. The school works closely with other schools in the Barton Local Collaborative Trust.

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

- To ensure that teaching becomes outstanding by:
  - removing inconsistencies in the quality of teaching that do not lead to outstanding progress
  - developing middle leadership, to support the drive for outstanding teaching
  - improving the way that additional adults are deployed in order to maximize their impact upon pupils' learning and progress.
- To improve governance by ensuring new committee structures and approaches to monitoring lead to more effective challenge.
- To ensure pupils develop a deeper understanding of cultures and communities beyond their own.

## Inspection judgements

### The leadership and management are good

- The leadership of the headteacher is exceptionally effective, including her leadership of teaching and learning. The headteacher has been instrumental in delivering improvements to the school and has demonstrated relentless ambition to serve the pupils and community well. The headteacher has developed systems and procedures to ensure pupils continue to make expected and better than expected progress. She has conducted difficult conversations and has held teachers to account to ensure that good learning takes place.
- The headteacher and middle leaders have worked closely with the local authority School Improvement Partner, and with Barton Local Collaborative Trust, to secure improvements in teaching, assessment and in the evaluation of the school's work. The headteacher has actively sought validation of the school's work from a variety of external consultants and, as a result, teaching and learning at South Ferriby has rapidly improved.
- Middle leaders are beginning to develop their skills through monitoring of pupils' books, teachers' planning and examining progress data. Together with the headteacher, they ensure the delivery of a broad and balanced curriculum enabling pupils to develop knowledge, skills and understanding in religious education, computing, sport, humanities and the arts. Staff are beginning their work to develop a new curriculum and they exploit links across the curriculum when possible. As a consequence, pupils report enjoyment in most lessons and they particularly appreciate the chance to exercise creative skills in topic work.
- The school is working to promote British values and to ensure pupils have an understanding of cultures and faiths beyond their own. Pupils took part in a hustings and election to school council, and older pupils discussed the national election. However, some of this work is at an early stage and as a result, pupils' experience and understanding of other cultures and communities are not well developed.
- Primary school sport funding is effectively used to increase participation in a range of sports. For example, pupils have taken part in inter-school sport with other pupils in the Barton Local Collaborative Trust; they have competed in the local swimming gala and developed football skills during the World Cup 'training camp'. The school has recently purchased table tennis tables to allow more pupils access to sport outside lessons.
- Pupil premium funding is well used to provide emotional and academic support to disadvantaged pupils. The main focus of the school's work has been to increase pupils' attainment in reading, writing and mathematics, through individual mentoring and small group teaching. As a result, these pupils are attaining levels in line with their peers and all are making at least expected progress or better.
- There is little difference between the attainment and progress of boys and girls in school and pupils with special educational needs are also progressing well, evidence that equal opportunity is successfully promoted. The school has successfully eradicated gaps between different groups. A positive school ethos promotes spiritual, moral and social development well, and fosters good relations for pupils of all ages. This could be observed in assembly when pupils considered how to care for animals.
- The school's work to safeguard pupils meets statutory requirements. Staff receive annual training on safeguarding, and supervision in and around school is given a high priority. Consequently, the school's work to keep pupils safe is good.
- Staff work well to involve parents in the school community and parents are very supportive of the work of the school, reporting their children are thriving.

### The governance of the school:

- Governors check on the impact of additional funds used to support disadvantaged pupils.
- Governors have a clear understanding of the quality of teaching and ensure that pay and progression are matched to teachers' performance.
- There are regular meetings with the senior leadership team to discuss the data relating to pupils' performance. However, governors have only recently refocused their monitoring of the school's work through the committee structure. As a result, they are beginning to question the information given to them by the headteacher and are now understanding how to more robustly hold school leaders to account.

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

- The behaviour of pupils is good. Pupils of all ages and abilities say that they enjoy coming to school and that they are happy. One Year 2 pupil said that 'I don't just like it – I love it at South Ferriby School!'
- Pupils display positive attitudes to learning, encouraged by the school's record of behaviour rating pupils on a red, amber or green scale. Pupils report that they really want to be 'green' all of the time. Levels of concentration are high in the Reception class and this attentive and conscientious attitude continues in Key Stage 1 and 2.
- Behaviour of pupils at lunchtime and break time is good. At playtimes pupils chat happily to their teachers, and relationships with lunchtime supervisors are respectful, making both break and lunchtime orderly and pleasant for pupils.
- Pupils value the rewards and sanctions for behaviour and teachers and additional adults apply the behaviour code consistently so that pupils know what to expect if they misbehave.
- Pupils who are in the early stages of managing their behaviour are helped through support plans and teachers work in partnership with agencies, and with parents, to give pupils the support they need.
- Pupils arrive at school on time, ready to learn. Pupils' attendance has improved over recent years and is above national average. Should a pupil not arrive at school, procedures are in place to ensure they are safe and good attenders are rewarded through trophies and commendations.

**Safety**

- The school's work to keep pupils safe and secure is good.
- The school buildings and grounds are secure.
- Pupils understand various types of bullying, including cyber-bullying, and they know that they need to report this to staff or to their parents. Pupils report that bullying is very rare and talk of big improvements in pupils' behaviour. Pupils say that some name-calling happens and they have confidence in adults in school that any form of unkindness will be dealt with.
- The view of parents is that their children are happy in school and they express confidence that they are safe.

**The quality of teaching is good**

- The quality of teaching is good. Data show that almost all pupils are making expected progress, and many are exceeding expected progress. Teachers plan carefully with the needs of pupils in mind, so that tasks set are matched to pupils' abilities and offer challenge to pupils. High expectation, through the level of work set, and through skilful teacher questioning, is present in all classes.
- Pupils are very aware of the personal targets they are aiming towards, in reading, writing and mathematics. As a result, pupils are taking responsibility for their own learning. Pupils receive regular mentoring by their teacher, to discuss progress and to help remove any barriers to their learning.
- The effective teaching of phonics (the sounds that letters make) is leading to good progress, so that pupils confidently use their phonic knowledge to sound out and spell unfamiliar words in their reading and writing. Some variability exists in the planning and teaching of phonics and as a result, the progress of some pupils is not as rapid as it might be.
- The teaching of reading at Key Stage 1 is effective and pupils are enjoying opportunities to read regularly.
- At Key Stage 2, the teaching of reading is leading to good learning. In one lesson observed pupils were very absorbed in a text about a character called Eric. Boys and girls were equally confident to offer answers, demonstrating good understanding and enjoyment of the work. Pupils were able to demonstrate higher order reading skills and to generate their own questions, as a result of the teacher's good planning.
- Rigorous teaching of writing is leading to good progress. Pupils are encouraged to write at length. Pupils self-assess their own progress and compare it to the teacher's view of their work, through 'marking ladders'. Pupils have regular opportunities to reflect upon success criteria, and to redraft and improve their writing.
- Teachers' strong subject knowledge and weekly assessments allow them to diagnose where pupils need additional help, and are leading to good learning in mathematics by pupils across the school.
- Teaching is helping pupils to make useful links between subjects. In science books seen, pupils have been encouraged to use a range of mathematical and literacy skills to conduct and record experiments.
- Marking of pupils' work is helping them to improve. Pupils appreciate their teachers' marking of their work

and revisit work to correct spellings or punctuation, to make further improvements, or to secure learning through additional practice.

- The impact of additional adults is variable, due to a range of experience and training. Where practice is good, pupils are able to work confidently alongside their peers and to achieve well.

### The achievement of pupils

is good

- Pupils' attainment has risen rapidly since the school's last inspection. The percentage of pupils attaining Level 4, or above, in reading, writing and mathematics combined, was above average in 2014. The proportion that gained the higher Level 5 was above average in writing and mathematics, but below average in reading.
- In 2014, Year 6 pupils made improved progress in reading, writing and mathematics, compared to the previous year. Proportions of pupils making expected progress was better than the national picture. Proportions of pupils making better than expected progress was above national averages in writing and mathematics, but closer to average in reading.
- Current data indicate that pupils' attainment in reading, writing and mathematics will improve further in 2015. All pupils are expected to achieve nationally expected levels in reading, writing and mathematics and many are on track to exceed these confirming pupils' good progress.
- Results in national tests and assessments in 2014 show gaps at the end of Year 6 in attainment in reading, writing and mathematics between disadvantaged pupils and other pupils in the school. Disadvantaged pupils were around two terms behind their peers in reading, writing and mathematics. Disadvantaged pupils attained expected levels in line with other pupils nationally in reading, writing and mathematics. However, pupils did not attain the higher Level 5 at the rate of other pupils nationally. Data and work in books suggest the school will close these gaps in 2015. Disadvantaged pupils making expected progress exceeded that of others in school and nationally.
- At Key Stage 1, improvements over a three year period to 2014 have led to pupils at the school outperforming other pupils nationally, in reading, and writing, and significantly exceeding them in mathematics. Proportions of pupils reaching the higher Level 3 significantly exceeded national averages in reading and mathematics. Disadvantaged pupils are attaining levels above their peers nationally. Current data indicate further improvements in 2015, as all pupils are on track to meet challenging targets.
- In Year 1, in 2014, the proportion meeting the expected standard in the national screening test of letters and sounds (phonics) was close to national average. Above average proportions of pupils have reached the expected standard in phonics in 2015.
- The school's rigorous assessment system has been adapted following national changes in assessment. Evidence from pupils' work indicates that progress of most pupils across the school is in line with, or exceeding expectations this year. School leaders' raised expectations, and the good quality of teaching and learning in Key Stage 1 and 2 are ensuring that pupils make good progress in all classes.
- In 2015, all of the most able pupils are attaining standards above those expected for their age reflecting good progress from their starting points.
- Pupils with special educational needs are making expected progress, as a result of well-conceived individual education plans and frequent close scrutiny of pupil progress data.

### The early years provision

is good

- The majority of children join the Reception class with knowledge and skills typical for their age, but in 2014 too few children were well-prepared to start Year 1, when only half of Reception children achieved a good level of development. However, in 2015, proportions of children achieving a good level of development are above national averages, and most children have achieved expected levels in all areas, including reading, writing and number, as a result of improved teaching and provision in the early years.
- Teaching in the early years is good. Relationships and the very individual knowledge that staff have about each child is a particular strength. Staff ensure children learn in a safe and caring environment.
- Rigorous and careful assessment is in place to measure the progress of children. 'Early Learning Journeys' provide a personal and detailed account of children's progress. Assessment is effectively used to identify individual children's needs, to plan the next stages in learning, and to adapt the provision to ensure those needs are met.
- Most children are learning to understand letters and the sounds they make and many are at the early stages of reading.

- Children behave well in the early years. They play cooperatively, are considerate towards each other and talk confidently together during play. They speak happily to adults, articulating what they are doing, in a lively manner.
- The school has worked to involve parents in their child's learning and as a result, parental confidence is high.
- Staff work closely with the local playgroup to ensure a smooth transition into school and visiting children appeared settled and happy on their first visit to school.
- Early years is led effectively. The headteacher has accurately identified weaknesses in provision and, although there is more work planned, staff have begun to refresh the areas of provision and to enliven activities which the children access.

## 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>	117752
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	462622

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	63
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Shipstone
<b>Headteacher</b>	Lynn Findlay
<b>Date of previous school inspection</b>	4 December 2013
<b>Telephone number</b>	01652 635251
<b>Fax number</b>	Not applicable
<b>Email address</b>	admin.sferriby@northlincs.gov.uk

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