

Foredyke Primary School

Flinton Grove, Preston Road, Kingston-upon-Hull, HU9 5SN

Inspection dates 17–18 June 2015

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

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Until recently, leaders have not taken effective steps to ensure that all pupils achieve well. Progress is not yet consistently good and pupils' results in national tests at the end of Key Stage 2 have been below average.
- Teaching over time has not been good enough to ensure pupils achieve well.
- The quality of teaching is too variable and requires improvement. Teachers do not always provide work at the right level for pupils and their expectations of what pupils can achieve are not always high enough.
- Not all pupils have sufficient pride in their work. Presentation and handwriting sometimes lacks care and accuracy, particularly in subjects other than English and mathematics.
- In some lessons, the poor behaviour of a few disrupts the learning of other pupils.
- Attendance is below average, and some pupils' progress is affected because they do not attend school regularly.
- Pupils do not have enough chances to write at length in different subjects of the curriculum, and in the outside play in the early years children have too few opportunities to practise writing.
- The impact of the pupil premium to support disadvantaged pupils is not analysed precisely to ensure it is improving achievement quickly enough.
- Pupils have a limited understanding of other cultures and beliefs represented in British society.
- Middle leaders do not regularly check on the quality of teaching and the progress of pupils in their areas of responsibility.
- Recent strengthening of the governing body by the local authority has still to have an impact in helping the school to improve its overall effectiveness.

The school has the following strengths

- The highly effective interim executive headteacher, ably supported by the head of school, has introduced a number of changes to help improve teaching, pupils' behaviour and their progress, particularly in reading.
- The early years provision is good. Children make good progress because of the good teaching, purposeful activities and high expectations for their conduct and learning. It is a happy and vibrant place to learn.
- The teaching of phonics (the linking of sounds and letters) has improved significantly so pupils' knowledge of phonics is improving rapidly. Pupils across the school enjoy reading.
- Procedures to ensure that pupils are safe are effective. Pupils feel safe and well looked after by staff.
- The new headteacher has given the staff the determination and capacity to take the school forward.

Information about this inspection

- Inspectors observed teaching and learning in 14 lessons, observing all classes in the school and all the teachers at least once. Six of these observations took place jointly with the executive headteacher and head of school. Inspectors also made shorter visits to a number of other lessons and an assembly.
- Inspectors examined samples of pupils' work in books and on display. They listened to pupils read and spoke to pupils about their enjoyment of reading.
- An inspector met formally with a small group of pupils, the Chair of the Governing Body and one other governor. Inspectors had discussions with the executive headteacher, head of school and all the teachers and a representative from the local authority. An inspector also held informal discussions with some parents as they brought their children to school, and also during a workshop held at the school.
- The inspector observed pupils' behaviour around the school, in lessons, at playtime, during the breakfast club and during lunch time in the dining hall.
- The inspectors looked at a range of evidence including the school's self-evaluation and improvement plans; the school's checks on its own performance; the school's data relating to pupils' progress; documentation on behaviour and safeguarding; the school website; information on attendance; work in pupils' books and displays of pupils' work around school.
- Inspectors took account of 24 questionnaires completed by staff. There were too few responses to the online questionnaire, (ParentView) to make analysis accurate. Inspectors looked at an analysis of parents' responses to the school's own recent questionnaire.

Inspection team

Lindsay Hall, Lead inspector

Additional Inspector

Geoffrey Dorrity

Additional Inspector

Full report

Information about this school

- Foredyke Primary School is smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds.
- Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is well above average. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is well above average.
- Children in the nursery attend part-time and all children in the Reception class attend full-time.
- The school meets the government floor standards, which are the minimum expectations for pupils' attainment and progress.
- The new executive headteacher was appointed in April 2015. There have been a number of staffing issues in recent years and significant turbulence of staff since the previous inspection.
- The school is part of the Andrew Marvell Foundation Pioneer Trust and is federated with Thanet Primary School. The governing body governs both schools and has recently completed a full review of governance.
- The school offers a free daily breakfast club which is managed by the governing body.

What does the school need to do to improve further?

- Improve the quality of teaching to secure pupils' consistently good progress and raise attainment by ensuring that:
 - work is always set at the right level for all groups of pupils
 - teachers have high expectations for what pupils can achieve in lessons
 - the most able pupils are set challenging work at all times
 - there are more opportunities for pupils to write at length across a range of subjects and during outside play in the early years
 - teachers insist on careful presentation and neat handwriting in all subjects
 - the improved behaviour of those pupils who find it difficult to settle by consistently applying the school's strategies for managing pupils' behaviour.
- Strengthen the effectiveness of leadership and management, including that of governors by:
 - ensuring the skills and expertise of middle leaders are developed to drive improvements in the quality of teaching and pupils' achievement in their areas of responsibility
 - building in more opportunities to broaden pupils' knowledge and understanding of other cultures and religions
 - analysing the impact of the pupil premium funding more precisely to check whether eligible pupils could make even better progress.
- Continue to work with families to raise attendance so it is at least in line with the national average.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leadership and management requires improvement because the quality of teaching and pupils' achievement are not consistently good.
- Senior leaders promote a positive ethos. Significant changes to leadership and staffing since the previous inspection have given the school the opportunity to move forward. The recently updated school evaluation is accurate and realistic and senior leaders have clearly identified where improvement is needed.
- The highly-experienced interim executive headteacher has instilled renewed energy and drive to the school. She has worked closely with the head of school and all the teachers and set higher expectations. Much has been achieved in a short space of time.
- Decisive steps taken recently to improve behaviour and strengthen teaching are leading to better progress rates for pupils, particularly in reading. These successes demonstrate the school's capacity to continue to improve.
- The school makes good use of the pupil premium funding. The funding has ensured improvements for this group of pupils. It has provided an additional specialist teacher to support reading, and additional teaching assistants to support learning in class and for small group and individual intervention work. It has funded support for social development to enable this group of pupils to join in all school activities. Results are positive and any gaps in achievement between this group and other pupils in school have closed considerably over the very recent past. There has been, however, a lack of detailed analysis of the impact of strategies implemented to raise this group's achievement to ensure that this group of pupils is making the best progress possible.
- The primary school sports funding is used well to provide specialist sports coaching. More pupils are now involved in sporting activities and competitions, ensuring their improved health and well-being.
- Middle leaders are not fully effective because they are still developing their roles. They do not regularly check on the quality of teaching and progress of pupils in the areas for which they are responsible.
- The school fosters good relations. Leaders are strongly committed to equal opportunities for all, but are aware that different rates of progress in the school means more needs to be done to achieve this. Discrimination in any form is not tolerated. British values are promoted effectively through the school's curriculum and especially in its work on personal and social development.
- Pupils' spiritual, moral and social development is good. Some aspects of their cultural development are good as all pupils have the opportunity to learn the trumpet and pupils visit the Ferens art gallery in Hull to learn about the art and sculptures displayed there. However, pupils have limited knowledge and understanding of world religions and cultural diversity at the level required to be well prepared for life in modern British life.
- The school works successfully to form positive links with parents. The member of staff responsible for pupils' emotional well-being and attendance builds good relationships with parents and is beginning to make a very positive contribution to the learning of vulnerable pupils.
- Useful partnerships with its federation partner school, Thanet Primary School, and other local schools, have contributed positively to the development and implementation of the new national curriculum and given staff the opportunity to observe and share good practice from other settings.
- The local authority has provided some effective support for the school during a time of significant staff changes. Its officers give good advice and have worked closely with the interim executive headteacher to identify the most urgent areas needing improvement. They have also ensured that governors are no longer ineffective in supporting the school. The local authority recognises the school's improving effectiveness and has confidence in senior leaders' ability to improve the school further.
- Safeguarding and child protection procedures are given an appropriately high priority by all staff and good attention is given to the detail of child protection processes. All statutory requirements are met; training is up to date and the school's safeguarding policy has been recently updated and approved by governors to ensure pupils and adults are entirely safe.
- **The governance of the school:**
 - In the past, governors did not hold leaders strongly enough to account for the school's performance. They did not check rigorously enough the work of the school and so were unable to challenge leaders about why teaching and pupils' achievement were not better. Owing to effective support from the local authority, governance has recently been significantly strengthened and the governing body has completed a full governance review identifying any areas where its practice needed to be improved. Governors have a good understanding of test results and know where the strengths and areas for improvement in teaching exist. They provide challenge to the headteacher by asking appropriate and

relevant questions about pupils' achievement and what leaders are doing to raise standards. However, there has been significant confusion over the rigour and accuracy of the more recently trialled new assessment system and a different approach is to be introduced for this coming September.

- Governors come into school regularly, meet with a range of teachers and visit classes. They are keen to develop these links further to understand the wider picture of the school's work. They know the purpose of the performance targets for staff and the importance of these being met for any possible salary increases.
- Governors know how the additional primary sports funding is used and how it has led to increased skills and participation in sports for all pupils. They are also knowledgeable about how the additional pupil premium funding, for disadvantaged pupils is being spent, but have not questioned leaders about any analysis of its impact into pupils' achievement.
- The governing body, supported by senior leaders, ensures that statutory duties are met, including those for pupils' safeguarding.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. However, most pupils behave well. When teaching is less effective, pupils' learning is slowed by the challenging behaviour and disruption caused by a few. A number of pupils are on behaviour support plans which are monitored closely.
- Staff actively encourage pupils to care for each other and the school. The six core values of the school, honesty, respect, responsibility, friendship, caring and teamwork are emphasised through daily assemblies and personal and social education. Pupils' views are listened to and valued by adults. Discussions between staff and pupils have recently focused on e-safety, behaviour, reading sessions and the curriculum.
- Some of the parents who met the inspector had concerns about the behaviour of a few children in the school. Most pupils have positive attitudes to their learning, are polite and friendly and play well together during break and lunchtimes. Relationships between adults and pupils are good. Pupils who spoke to the inspector said school was a bit like a second home with everyone working together as a team. Clear behaviour management systems are applied consistently across the school and most pupils respond instantly to teachers' instructions and requests. Pupils know the boundaries of what is acceptable behaviour in school.
- Pupils who spoke to the inspectors said they enjoyed their lessons and other activities in school. The school promotes good attendance and absences are quickly followed up. Attendance has improved but remains below average because some families still do not recognise the benefits of their children attending regularly. Pupils enjoy the free daily breakfast club which is well attended and has been a positive factor supporting the improved attendance. The percentage of persistent absence has significantly decreased this year. There are a comprehensive range of strategies to improve attendance and the school liaises with the education welfare officer who works closely with families when a pupil's attendance is low.

Safety

- The school's work to keep pupils safe and secure is good. The school has a significant number of children whose circumstances make them vulnerable, and takes their safety extremely seriously. Child protection procedures are very thorough, and liaison with child protection partners is rigorous. All staff are well trained to ensure they can recognise signs of possible abuse and welfare concerns. Senior staff and the school's emotional well-being and behaviour officer are very effective in ensuring a robust response to any safeguarding concerns that are raised.
- Pupils say they feel safe in school, but behaviour is not always good in lessons. However, they are confident that staff have the ability to deal with any incidents in school. They know the sanctions that apply if they misbehave and think that they are fair. Records of incidents of misbehaviour are recorded and analysed in order to identify issues or trends and to implement strategies for improvement for individual pupils.
- Pupils who spoke to the inspector had a good understanding of the different types of bullying, including racist and cyber bullying. They understand how to stay safe when using computers. They understand the meaning of the 'SMART' acronym, used by the school to reinforce the need for care when using the internet (Safe, Meeting, Accepting, Reliable, Tell). Older pupils take part in training to give them knowledge of essential emergency first aid. They also participate in 'Kid Alert' which raises awareness about a wide range of hazards that pupils may encounter in the future.
- Disadvantaged pupils and their families are well supported, including the use of a wide range of outside agencies. This helps to improve their well-being and involvement in school life.

The quality of teaching**requires improvement**

- Teaching requires improvement because there is too much variation in its quality. It has not been effective enough over time to ensure pupils make fast enough progress to make up for underachievement in the past. This is particularly true for the most able pupils, as teaching does not always ensure they are challenged to do their very best.
- Teachers' expectations of what pupils' can achieve and how much work they are expected to produce have not been high enough.
- Although teaching is improving, in many lessons teachers still do not provide work that is of the right level of difficulty. As a result, pupils who are the most able are given work that they find too easy and those who are less able are given work that is too difficult for them. For most pupils this results in a loss of concentration and some low-level chatter. For those pupils who find managing their behaviour more difficult, this can lead to behaviour which disrupts the learning of others.
- The impact of teaching on pupils' writing skills is sometimes limited because teachers do not always give pupils enough opportunity to write longer pieces of work across a range of subjects.
- The teaching of reading and phonics (letters and the sounds they make) has greatly improved and pupils are making better progress in acquiring reading skills. Teachers develop pupils' comprehension skills well through the daily group reading sessions and focused small-group activities.
- The work done by the specialist reading teacher and teaching assistants is well targeted so that disabled pupils and those with special educational needs receive the precise support they need.
- The teaching of mathematics is now systematic and is improving. Leaders identified that there were gaps in pupils' recall of basic number facts. Pupils start each mathematics lesson with 'CLIC maths' (Counting, Learn it, It's nothing new, Calculate). This reinforces basic number facts and helps pupils apply their knowledge and skills and explain their mathematical thinking. Work in exercise books was generally well presented and there was a wide range of mathematics covered and good evidence of solving mathematical problems over time.
- Pupils' work, particularly in literacy and numeracy, is mostly well presented and marked thoroughly following the school's marking policy. Pupils have a clear understanding of what they have achieved and what they need to do to improve. Teachers are also expecting pupils to follow up the feedback they receive. However in other subjects, presentation in books lacks care and accuracy and teachers do not routinely comment on this, demonstrating a lower expectation both from teachers and pupils alike.
- Teaching assistants work closely with teachers. They are usually deployed well and provide good support for pupils and their learning.

The achievement of pupils**requires improvement**

- Too few pupils make good progress from Year 1 to Year 6. As a result, by the time they leave Year 6, attainment for some is below average in reading, writing and mathematics.
- In 2014, the proportion of pupils entering Year 1 with a good level of development was nearly in line with national averages, but previously the proportion was much lower partly due to many of the pupils' complex learning needs. School assessment information, recently validated by the local authority indicates that this is also the case this academic year. But this still represents good progress from some low starting points.
- By Year 2, the proportion of pupils reaching the expected level is broadly average in reading, writing and mathematics, but too few reach the higher Level 3. For some pupils this represents good progress from lower starting points, but not enough pupils who started Year 1 with a good level of development are making more than expected progress, particularly in writing.
- In 2014, the Year 1 national check on how well pupils understand phonics (the sounds linked to letters) was a little below the national average. However, recent improvements in the quality of teaching phonics have started to improve pupils' skills so that they are now on track to be at least in line with national averages.
- Attainment in national tests at the end of Key Stage 2 has been below the national average since the previous inspection. The gaps between the achievement of disadvantaged pupils and others in school are beginning to close but in some classes, all the pupils are disadvantaged. The attainment of disadvantaged pupils at the end of Year 6 in 2014 was just under a term behind other pupils in the school in reading, writing and mathematics. The gap between disadvantaged pupils and others nationally was three terms behind for reading and mathematics and four terms behind for writing. Their progress was slower than

others nationally. School assessment information indicates the in-school gap between disadvantaged pupils and others has narrowed this year in all subjects.

- In 2014, in national tests in Year 6, the proportion of pupils making nationally expected progress across Key Stage 2 had improved. Expected progress was broadly average in reading and writing and a little above average in mathematics. The proportion of pupils making more than expected progress was lower than average.
- The achievement of the most able pupils requires improvement. This is because the work these pupils receive is not always challenging enough to enable them to make good progress. Typically, a lower proportion than average attains the higher levels in reading, writing and mathematics in both Key Stages 1 and 2.
- Disabled pupils and those with special educational needs are well supported and this helps them to achieve well against the targets set for them. The special educational needs coordinator checks their progress carefully to ensure they keep up with others. Their progress in lessons depends on the quality of teaching in the class. Although their attainment is lower than that of other pupils in the school, most make expected progress and a few make good progress.
- Pupils' progress in reading has improved, although small variations remain between year groups. A greater emphasis on reading for pleasure is strengthening pupils' enjoyment of reading. During the inspection, pupils spoke enthusiastically about books, expressing delight in coming back to school each day to find out what was happening in their class reading book. Another pupil said you could get right into the story and feel part of it with the characters. Younger readers successfully use their phonics knowledge to help them to read unknown words and stronger readers in Year 2 could read fluently with expression.

The early years provision is good

- Many children enter the Nursery class with knowledge, skills and understanding significantly below that typically expected for their age, particularly in language and communication, personal and social development and early reading and number skills. Many are quickly assessed as requiring additional support from other specialist agencies. From this starting point, they make more than expected progress, such that in 2014 the proportion reaching a good level of development was almost in line with the national average. This is because teaching is consistently good and ensures that children learn well.
- Leaders and key-workers are well aware of those children who are not expected to reach a good level of development by the end of the Reception Year. They ensure these children access the additional support they need to optimise their progress. Through careful monitoring, leaders are aware that the most able do not always make the best progress of which they are capable. Staff are making a focused effort to challenge these children even further. They were given more complex words to sound out and spell during the daily phonics sessions and were challenged to extend their understanding and writing of numbers in a mathematics session seen during the inspection.
- Children are very confident and relate well to adults and other children. They support each other well. When a child was reading their work out loud, another child said, 'Go on, you can do it!' boosting their friend's confidence. They work extremely well together and are aware of safety issues. Some children were building a tower of tyres and held it steady to allow another child to climb inside safely.
- The early years is well led and managed. Learning activities both inside and outside the classroom are imaginative and well planned so that children enjoy their learning. Phonics is well taught, and this is helping children to develop their literacy skills. The spacious outside area is well used and enables the children to take part in creative and purposeful play. Children recorded their names and created a tally chart to score their wins whilst taking part in skipping races. However, this approach to writing could be developed further because it is not consistently followed in the outside area.
- The high expectations of staff and the children's' positive attitudes to behaviour support their learning well. They know the routines to follow and engage well in their learning. This means they are prepared well for the next stage in their education.
- Parents spoken to in an early years practical workshop held during the inspection were very happy about what is provided for their children and value the approachability of the staff. Parents are invited to attend weekly reading and phonics sessions and regular craft workshops for those parents who wish to be involved. Parents can meet and speak to the teachers at the end of each school day.
- In the early years, all welfare and safeguarding requirements are met and ensure children feel and are kept safe.

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

Unique reference number	117933
Local authority	Kingston upon Hull City of
Inspection number	456090

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Jenny Sharp
Headteacher	Christine Smith
Date of previous school inspection	14 March 2012
Telephone number	01482 375293
Fax number	01482 786807
Email address	admin@foredyke.hull.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

