

Boothferry Primary School

Newport Street, Goole, East Yorkshire DN14 6TL

Inspection dates

20–21 April 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, pupils have not made good progress in English and mathematics from their starting points.
- The quality of teaching, learning and assessment is inconsistent. Expectations of what pupils can do are not always high enough for pupils to produce work of a good standard.
- Work during lessons is not sufficiently challenging. This results in pupils not achieving as well as they should.
- The attainment and progress of disadvantaged pupils and pupils who have special educational needs or disability too often fall short of the attainment and progress of their peers.
- Checking of pupils' understanding in lessons is not consistently effective. Some teachers are not adapting activities to meet some pupils' needs and learning is slower as a result.
- The teaching of letters and sounds to support reading is inconsistent across the school. This means that pupils are making variable progress in reading.
- Children in early years are not making enough progress to catch up quickly from starting points that are below those typically found. The quality of teaching and assessment requires strengthening to ensure good progress for children.

The school has the following strengths

- The new leadership team has acted quickly to make sure that teaching and pupils' outcomes are improving. Staff morale is high in this improving school.
- The new curriculum helps teachers to plan interesting tasks that motivate pupils well. Consequently, behaviour is good. This is a harmonious school where all feel safe, valued and respected.
- Leaders provide a wide range of support and training for teachers. As a result, the quality of teaching is improving.
- Governors are ambitious for the pupils and are challenging leaders well to strengthen pupils' outcomes.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, so that all groups of pupils make good progress, by:
 - ensuring that work is appropriately challenging for pupils, including the most able
 - increasing teachers' expectations to ensure that more pupils make better than expected progress, particularly in mathematics and reading
 - carefully checking pupils' understanding through skilful questioning and swift assessment before moving on to other planned activities
 - making sure that teachers are sufficiently flexible to adjust planned activities in lessons to meet pupils' changing needs
 - increasing opportunities for pupils to apply their mathematical skills across a wide range of subjects
 - strengthening the teaching of letters and sounds across the school to help pupils read well.

- Improve the provision in early years to make sure children make good progress by:
 - strengthening the quality of teaching so that it is at least good
 - increasing opportunities for children to develop their communication and language skills more rapidly, particularly in reading.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders, including governors, are passionate about pupils' achievement and personal development. They have developed a strong sense of purpose among all staff and are ambitious for the pupils. As a result, pupils' progress is improving and standards are rising. Staff are supportive of the changes leaders are making and morale in the school is high.
- The headteacher, with the support of governors, has built good capacity for further improvement. From being the only senior leader in the school, in 2014, he has appointed strategically and added two additional senior leaders who are having a good impact on improvements in the school. Appropriate structures have been put in place to promote improvement. Subject leaders are given sufficient time to play a full part.
- Thorough systems are in place to check the progress pupils make and to check the quality of teaching across the school. Leaders, including subject leaders, act upon findings to make sure outcomes and teaching are improving. The school has provided good opportunities for subject leaders to develop their skills. They share good practice across the school and across their partner schools. Teachers are very positive about the coaching and mentoring they receive from senior leaders. Evidence shows that teaching is improving because of this work and standards are rising. Newly qualified teachers benefit well from the training that is made available to them.
- Over time, the curriculum has not supported good outcomes for pupils. This was quickly recognised by new leaders who put in place new schemes of work. The curriculum is now making a positive contribution to pupils' outcomes and this is seen in improving standards of literacy, mathematics and in a range of other subjects. The new curriculum offers many exciting opportunities for pupils and it is contributing well to pupils' good personal development, behaviour and welfare. Pupils enjoy singing, playing sport and the good range of additional activities available to them. Pupils' spiritual, moral, social and cultural understanding is developing effectively, as is their understanding of life in modern Britain.
- The primary school physical education and sports funding is used well. Skilled coaching and teaching helps pupils to have very positive attitudes to sport. Pupils enjoy keeping fit and healthy. In the playground, there is a good range of equipment including climbing frames that are used very well by pupils. Participation in sporting activity has increased. There is a good range of activities on offer such as curling, football, street dance, cricket and gymnastics. The school participates in competitive sport with other schools in the local sports partnership.
- The use of pupil premium funding is having an inconsistent impact. Gaps are narrowing in some year groups and in some subjects, but this is variable. The school uses the funding to provide additional teaching support as well as subsidising school visits, including residential trips.
- Parents are exceptionally positive about the school and its leadership. All the parents responding to Ofsted's online questionnaire (Parent View), and those spoken to by inspectors, say they would recommend the school to others.
- The local authority has brokered a partnership with a local leader of education to provide an external view of how the school is progressing and offer appropriate support. Teachers have visited his school to work with colleagues to enhance teaching and subject leadership practices. The local authority has a programme of regular visits to the school to check how well the school is moving forward. Although the school is improving, the support has not yet ensured that the school is good overall.
- **The governance of the school**
 - Governors have a strong understanding of how well the school is doing and what needs to be done to improve its performance further. They have a good range of skills, including expertise in school leadership, business and finance. They have supported the headteacher well in strengthening the school's capacity and are challenging him effectively to ensure the school is improving. Governors link teachers' performance to pay and hold leaders and teachers to account for the progress pupils are making.
 - Governors check the school budget and know how the pupil premium funding and the primary school sports grant are used and the impact of the funding. Governors are clear about their role and have appropriate systems and structures to ensure they fulfil their statutory duties.

- The arrangements for safeguarding are effective. Records for safeguarding are well kept, staff are vigilant and leaders work closely with other agencies to ensure that all children are safe. Governors know that the school's work in safeguarding children is secure.

Quality of teaching, learning and assessment requires improvement

- Over time, there has been a significant amount of turbulence in staffing with pupils having a number of different teachers. High levels of variability in teaching, with much requiring improvement, led to pupils making slow progress. The new headteacher quickly made changes to ensure that staffing is stable and that teaching improved. Inspectors found that while the quality of teaching is improving it is not consistently good.
- Expectations of what pupils can do are not consistently high across Years 1 to 6. The quality of work produced by pupils can vary and teachers do not always take action to ensure that pupils are producing good work.
- Work set, particularly in mathematics, is not sufficiently well matched to pupils' needs and abilities. There are times when the most-able pupils and those of average ability find the work too easy, or pupils of lower ability find it too hard. When the challenge is not appropriate, pupils' learning is not good. Work in pupils' books indicated that the level of challenge is not enough to ensure good learning, particularly in mathematics.
- Questioning and swift assessment of pupils' work in lessons are not used consistently well enough to determine when pupils are ready to move on with their learning. There are occasions when teachers do not adapt their plans to meet the varying levels of understanding and pupils move on to tasks when they are not ready or spend too long on tasks they understand fully.
- An analysis of pupils' work showed that there are good opportunities to write at length in a range of subjects. Teachers focus strongly on checking the accuracy of English grammar, punctuation and spelling which is helping pupils to produce good-quality written work. However, the use of mathematical skills is less common across a wide range of appropriate subjects.
- Reading skills are weaker than writing skills across the school. Not enough is done to strengthen the teaching of how to link words and sounds to promote good reading.
- Interesting tasks are planned for pupils using the new curriculum which the school has developed. Pupils are motivated and keen to learn, and behaviour is managed very effectively. Examples of high-quality homework were seen, particularly in science and geography.
- Good relationships between adults and pupils feature strongly in all classes. Teaching assistants are well respected, giving good support to those pupils for whom English is an additional language.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils treat each other and the adults who work with them with respect. The school is a harmonious community where pupils enjoy playing together and working well with each other in lessons.
- Pupils participate well in the many activities available that help keep them fit and healthy. Many pupils enjoy the opportunity to cycle to school. They cooperate happily in active play at breaktimes and lunchtimes using the trim trail and the extensive playground facilities.
- Pupils told inspectors that they enjoyed school and all pupils said they were safe in school because staff look after them well. They also said they enjoy the many interesting activities they do in lessons. Pupils are smart in their uniform and are proud of their school.
- Pupils vote for the school council and are developing a good understanding of democracy. During the inspection, the school organised a party for the Queen's birthday and children and pupils enjoyed singing the national anthem. The school's 'Excellent Eight' attitudes displayed around the school promote British values well.
- Pupils are clear about what constitutes bullying and are confident that the school does not tolerate it. Records show that incidents of bullying have reduced quickly over the past year and pupils say it is rare. They are clear about how to adopt safe practices when using the internet.

- School leaders have very effective systems in place to support pupils' welfare and safety, including the welfare and safety of the most vulnerable pupils.
- Parents and staff are overwhelmingly positive about the work of the school in keeping children safe and secure.

Behaviour

- The behaviour of pupils is good.
- The school is a calm, welcoming place where pupils manage their conduct well both inside and outside the classroom. Pupils and staff know they are highly valued. Pupils cooperate well together in class, sharing their learning and being keen to learn. Very occasionally, when they have to listen for long periods, pupils can lose concentration but do not disturb others. Pupils' behaviour makes a good contribution to their learning.
- Pupils are clear about what is expected of them. They value the rewards they receive for good work and good behaviour. Pupils are keen to learn. Attendance is above average and pupils are punctual. There have been no exclusions since the previous inspection.
- The school environment has been developed well by leaders and is of a high quality. Pupils look after the environment well and they contribute to the many interesting displays that decorate the school. The school is litter-free.
- Pupils say that behaviour is good and this matches the views of their parents and the staff in school.

Outcomes for pupils

require improvement

- Outcomes for pupils require improvement as weaknesses in teaching, over time, have meant that pupils have not consistently made the progress they should, particularly in reading and mathematics.
- By the end of Year 6 in 2015, not enough pupils had made good progress in reading and mathematics from their starting points. White British pupils, of average ability, made too little progress in these subjects in both 2014 and 2015. Overall, progress in writing has been better than in reading and mathematics.
- For the past two years, pupils in key stage 1 have not made enough progress to overcome their low starting points. At the end of Year 2, in 2014 and 2015, pupils' attainment was well below average.
- Inspectors' analysis of current pupils' work in English, mathematics and a range of other subjects shows that standards of attainment are rising in key stage 1 and key stage 2. Overall, the quality of writing has improved strongly across the school as it is a focus across a wide range of subjects. Work from previous years, in writing and mathematics, shows that standards and expectations are higher now than in the past. However, there are inconsistencies remaining in progress across year groups and within year groups.
- Pupils who have special educational needs or disability have made slower progress over time as their needs have not been identified precisely enough in the past. Leaders are aware that not enough has been done to ensure that the attainment of these pupils is strengthened, and they are now addressing this.
- Disadvantaged pupils are not consistently achieving as well as their peers. The school's own information about attainment across each year group shows variability, with some significant gaps for disadvantaged pupils. This is also evident by the end of each key stage, where published data show gaps have widened in key stage 1 in reading and mathematics. Additionally, there are not enough disadvantaged pupils making more than expected progress in comparison to their peers, and to pupils nationally.
- In the most recent screening check for reading at the end of Year 1, the proportion of pupils attaining the expected standard fell to below average as the teaching of how to link letters and sounds to read was not previously well developed. Leaders introduced additional training for teachers to strengthen their skills in the teaching of reading across the school. As a result, school information indicates that the proportion of pupils on track to attain the expected standard in this year's reading check is set to be close to average.
- Governors have invested in the development of a new library to encourage wider reading. Pupils are keen to read in school and at home. Pupils were keen to read to inspectors both in class and in a small group. However, pupils are not challenged well enough to make good progress and develop high-level skills in reading. Also, because of weaker teaching in the past, some pupils in key stage 2 are not skilfully linking letters and sounds to read as well as they should.

- Signs of improvement in outcomes occurred in 2015 as new leaders were beginning to improve the quality of teaching. From being below the government's floor standards in 2014, the school met the standards in 2015. Overall improvement in standards at the end of key stage 1 could also be seen.
- Across the school, the most-able pupils are making better progress than other pupils. They receive additional support and work with the local secondary school to strengthen their progress in English and mathematics. However, an analysis of work showed that there are occasions when pupils are not challenged sufficiently to deepen their knowledge and understanding, particularly in mathematics.
- The pupils joining the school at other than the usual times are often also those who speak English as an additional language. Good support from the school's team of language specialists makes sure that all can engage well with work in lessons. Once these pupils have strengthened their command of English, they make strong progress in reading, writing and mathematics. This is a good example of the school's commitment to equality of opportunity for all.

Early years provision

requires improvement

- Children in early years have not made good progress. Children enter early years with knowledge, skills and understanding below what is typical for children of their age. The quality of teaching and leadership has not been good enough to help children to make the rapid progress needed. Although the proportion of children attaining a good level of development by the end of Reception has been improving, it still remains below average. There is more to do to ensure children are well prepared to begin their work in key stage 1.
- Teaching does not always meet the needs of the children in the provision. In particular, teachers and other adults are not focusing well enough on swiftly developing children's skills in communication, language and literacy. Children are not given enough help by adults to strengthen their reading skills.
- Leaders have not focused strongly enough on the development of work in early years as they have been working more closely with key stages 1 and 2. The headteacher has recognised that the provision needs strengthening and a new early years leader has been working within the provision since January 2016. The new leader has a good understanding of what has to be done to strengthen the provision. Training for staff has taken place, but the work is so recent that its impact cannot be seen in the quality of teaching or children's outcomes.
- Children's behaviour is good, as are their personal development and welfare. There is evidence of strong, positive relationships between adults and children. Children follow the instructions of adults well and enjoy their learning indoors and outdoors.
- There are too few children who have special educational needs or disability to make meaningful comparisons with the progress of other children. Disadvantaged children are making better progress than others and attainment gaps are beginning to narrow. There is good support for children who are learning English as an additional language.
- Parents speak highly of the provision and have good opportunities to engage in contributing to children's learning journals. The early years leader has organised meetings for parents so they can learn about how they might contribute more fully to their children's learning.
- Children are safe and happy because of the secure procedures that are in place in the provision. Safeguarding is effective and all of the appropriate welfare requirements are in place.

School details

Unique reference number	117941
Local authority	East Riding of Yorkshire
Inspection number	10012014

This inspection 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	377
Appropriate authority	The governing body
Chair	Drew Griffin
Headteacher	Mike Sibley
Telephone number	01405 762151
Website	www.boothferryprimary.co.uk
Email address	boothferry.primary@eastriding.gov.uk
Date of previous inspection	21–22 January 2014

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well above average and has increased since the previous inspection.
- The proportion of pupils who have support for special educational needs or disability is average.
- The proportion of pupils with a special educational needs statement or an education, health and care plan is well below average.
- The proportion of pupils joining the school at times other than the usual times is above average.
- Children in the early years receive part-time education in the Nursery. In Reception, they receive full-time education.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- The school holds a National Sustainable Travel Award and a School Games Award.
- The school works in partnership with a local leader of education, the headteacher of Swinemoor Primary School.
- There have been significant changes in staffing, leadership and management since the previous inspection. The headteacher took up his post in September 2014, the deputy headteacher in January 2015 and the assistant headteacher in January 2016.

Information about this inspection

- James McGrath, Ofsted Inspector, led the inspection on 20 and 21 April 2016. Fiona Manuel, one of Her Majesty's Inspectors, visited the school on 12 May 2016 to complete the gathering of inspection evidence.
- Inspectors observed a range of teaching and learning in parts of lessons. Seven observations were undertaken jointly with senior leaders.
- Inspectors spoke with a group of pupils about their learning and their safety in the school. Also, throughout the two days of the inspection, inspectors spoke with pupils about learning and safety.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of work in pupils' books with the deputy headteacher.
- An inspector held meetings with the chair of the governing body and one other governor. Inspectors also held meetings with senior leaders and other staff. An inspector held a meeting with a representative of the local authority. Also, a meeting was held with the headteacher of Swinemoor Primary School.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors spoke with parents during the inspection and analysed 17 responses to the online questionnaire for parents (Parent View). Inspectors also analysed a school questionnaire completed by parents.
- There were no responses to the online questionnaire for pupils.
- Inspectors analysed 15 questionnaires completed by staff.

Inspection team

James McGrath, lead inspector	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Elizabeth Lawley	Ofsted Inspector
Fiona Manuel	Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. 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.gov.uk/government/organisations/ofsted.

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, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2016

