

Ferryhill Station Primary School

Ferryhill Station, Ferryhill, County Durham DL17 0DB

Inspection dates

8–9 January 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although leaders have recently secured significant improvements to the quality of teaching, it is not consistently good.
- Pupils' progress is not strong across year groups and subjects. Consequently, very few pupils reach the higher standards of learning.
- Leaders' plans for improvement are not sharply focused on pupils' outcomes. Therefore, leaders are not able to hold colleagues to account effectively for their work.
- Leaders' – including middle leaders' – checks on the difference their actions make to pupils' progress are not thorough enough. This includes the effective checking of the progress made by disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).
- Leaders have ensured that the curriculum is broad and balanced. However, pupils have considerable gaps in their knowledge in subjects such as religious education (RE), history and geography. Therefore, pupils are not fully prepared for life in modern Britain.
- Leaders have been effective in improving the quality of pupils' presentation of their work. However, this remains variable in some subjects and year groups.
- In reading comprehension work, too often, teachers do not address pupils' misconceptions quickly enough. Consequently, pupils' answers are inaccurate and lack depth.
- Pupils have insufficient opportunities to develop their reasoning skills in mathematics.

The school has the following strengths

- Leaders have been successful in reducing pupils' rates of absence. Their determination and rigour have increased attendance so that it is now above average.
Leaders have ensured that all adults have high expectations of pupils' conduct. As a result, pupils are polite, friendly and respectful. Instances of poor behaviour, bullying and exclusions are rare.
- The leadership of the early years is effective and has secured good teaching. As a result, children show confidence in their learning and make strong progress.
- Leaders place heavy emphasis on supporting pupils' personal development. Consequently, pupils demonstrate well-developed social skills and high levels of maturity.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that it is consistently good or better, and improve pupils' outcomes in reading, writing and mathematics by ensuring that:
 - teachers have suitable subject knowledge in reading comprehension and in reasoning in mathematics
 - teachers use assessment information to provide work which is sufficiently challenging in all subjects
 - pupils have frequent opportunities to develop their reasoning skills in mathematics
 - pupils are challenged consistently to answer reading comprehension questions accurately and in depth
 - improvements to pupils' presentation are extended across all subjects
 - learning in wider curriculum subjects – such as RE, history and geography – equips pupils with the knowledge they need for life in modern Britain.
- Improve the effectiveness of leadership and management by ensuring that:
 - all teaching is consistently good or better
 - leaders' improvement plans are focused tightly on improving pupils' outcomes
 - governors and senior leaders hold staff to account effectively for their work to improve the quality of teaching and pupils' outcomes
 - leaders – including middle leaders – make thorough and timely checks on – and evaluations of – the difference they have made to the quality of teaching and pupils' outcomes
 - the quality of teaching for pupils with SEND is checked systematically and thoroughly and is improved so that it is consistently effective
 - pupil premium funding is spent effectively and results in strong progress for disadvantaged pupils.

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

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- In recent years, the school has experienced high levels of staffing volatility. This has slowed the rate of improvement in the quality of teaching and in pupils' outcomes. Since the last inspection, staffing has become more stable and leaders have begun strengthening the quality of teaching, learning and assessment. Despite significant improvement, the quality of this aspect of the school's work remains variable.
- A large proportion of senior and middle leaders are new to their roles. They are passionate about their areas of responsibility and are keen to contribute to the school's improvement. They have identified appropriate priorities and have started to make suitable changes to teaching. However, leaders have not checked rigorously on the differences these changes have made to the quality of teaching or pupils' outcomes.
- Leaders' plans for improvement are not focused tightly on improving pupils' outcomes. As a result, leaders and governors are not able to hold staff to account effectively for their work.
- Leaders do not check thoroughly that pupil premium funding is spent effectively. A significant proportion of the school's pupil premium funding is allocated to providing additional teaching sessions. Although leaders demonstrate detailed knowledge of the barriers to learning faced by individual disadvantaged pupils, they do not check systematically to make sure that each pupil's needs are met.
- Since the last inspection, leaders have introduced a new approach to teaching English, which has been successful in motivating pupils. Leaders have made changes to reading lessons and have developed a sequence for teaching writing skills. However, leaders' checks on the difference this has made to the quality of teaching in English have not been sufficiently in depth or frequent enough to iron out inconsistencies.
- Leaders have formed strong links with partner schools and they work closely with the local authority. Through these partnerships, leaders have provided vital professional development for staff. This has been crucial in improving the quality of teaching. However, some training in key areas is very recent and, therefore, the principles adopted are not currently embedded in teaching.
- At the start of this academic year, leaders redesigned the way the curriculum is delivered. They have ensured that the curriculum is broad and balanced. However, due to inconsistencies in the quality of teaching over time, pupils' knowledge of the topics they have studied is limited. For example, they lack important knowledge about religion, history and geography. As such, they are not well prepared for life in modern Britain.
- The special educational needs coordinator is new to the role. She has quickly developed an in-depth knowledge of each pupil with SEND. She works effectively with external agencies to bring additional expertise into the school and has developed strong links with parents and carers. However, leaders do not currently check on the quality of provision systematically and rigorously. As a result, this is variable. Although some pupils make strong progress, others are not being supported effectively to fulfil their potential.

- Leaders have established a warm, caring ethos in the school. Strong relationships exist between members of staff, pupils and their families. Leaders support pupils' emotional needs through a range of strategies, including mentoring and support from external agencies.
- Leaders have ensured that the primary physical education (PE) and sport funding is used effectively. Specialist coaches provide lessons for pupils and professional development opportunities for members of staff. The funding also enables pupils to participate in a wide range of competitions and tournaments.

Governance of the school

- Since the last inspection, the governing body has been strengthened by additional members, as well as by the appointment of a new chair and vice-chair. Governors show high levels of commitment and have a suitable range of expertise. They also demonstrate a desire to further their knowledge by accessing training on various aspects of governance.
- Governors have an accurate view of the school's strengths and areas for improvement. They are kept well informed by senior leaders. Governors are astute in verifying senior leaders' assertions through reviewing external reports. This is also supported through their involvement in school scrutiny group meetings with local authority representatives.
- Governors are aware of their responsibilities in relation to safeguarding. They have systems in place to assure themselves that safeguarding is effective.
- Governors have been successful in establishing a stable, skilled team. However, because the current governing body is in its infancy, any contribution to the strategic direction of the school is minimal.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have been successful in establishing a culture of safeguarding throughout the school. They have ensured that staff know how to keep children safe. As a result, members of staff are quick to identify pupils showing any signs of harm.
- Staff with designated responsibility for safeguarding have detailed knowledge of the pupils and families whose circumstances make them vulnerable. They make swift referrals to external agencies where necessary. The school's records in relation to child protection are well maintained.
- Pupils say they feel safe in school and have a trusted adult they could approach with any concerns which may arise. They have secure knowledge about how to stay safe in a range of contexts, including when online.
- Leaders have ensured that appropriate checks are in place to ensure that staff and volunteers are suitable to work with children.

Quality of teaching, learning and assessment

Requires improvement

- Since the last inspection, leaders have strengthened the quality of teaching, learning and assessment. However, there remains work to do before these aspects are consistently good.
- Leaders have focused considerable attention on ensuring that teachers' assessments of pupils' attainment in English and mathematics are accurate. However, teachers do not use this information consistently to provide activities which match pupils' needs well. Consequently, pupils do not move on to increasingly challenging activities quickly enough.
- Pupils now have frequent opportunities to answer a range of reading comprehension questions, including those involving the skills of inference, prediction and summarising. However, their responses to these questions are often underdeveloped and sometimes inaccurate. Teachers do not consistently address pupils' misconceptions and do not challenge them to answer in suitable depth. This means that pupils' progress is not maximised.
- In mathematics, pupils are becoming increasingly skilled in solving worded problems based on real-life contexts. However, too often, pupils spend considerable time on calculation work which they have already shown they can perform accurately. They rarely have the opportunity to develop their reasoning skills. As a result, pupils struggle to explain or justify their mathematical thinking.
- Following the last inspection, teachers have planned more opportunities for extended writing in a range of curriculum subjects. This has led to an increase in pupils' stamina when writing at length. Pupils' learning now starts with a high-quality text which has been selected carefully to appeal to their interests. Texts are often linked to the topics pupils are studying in history and geography. This has been effective in promoting pupils' enthusiasm for reading and writing.
- Teachers have strong subject knowledge in relation to English grammar, punctuation and spelling. They are beginning to use this knowledge to set higher expectations for pupils' writing in all subjects. Additionally, pupils now have opportunities to edit their writing. However, these are often focused solely on correcting errors, rather than on improving the quality of writing. This hinders pupils' progress.
- Pupils show enthusiasm for their learning in wider curriculum subjects such as history, geography and science. They enjoy developing their subject-specific skills through activities involving map work and investigations. However, the knowledge pupils retain in relation to their topics is often limited.
- Teaching assistants are often effective in supporting selected pupils to develop specific skills. For example, they provide sessions focused on fine motor skills, social skills and language development. This academic year, these sessions have been tailored to pupils' needs and have been provided consistently. As a result, these pupils are now making stronger progress.
- Teaching staff are – for the most part – well aware of the overarching needs of pupils with SEND. However, the targets teachers set for some pupils are too broad. This results in teaching which is not precise enough to enable pupils to fulfil their potential.

- Overall, pupils demonstrate a keenness to learn. However, when pupils are set work which does not challenge them sufficiently, they lose focus and are less productive.
- The teaching of phonics is effective. Teachers ensure that pupils are challenged and supported appropriately so that they develop early reading skills well. Pupils benefit from frequent opportunities to apply their phonics knowledge and to practise this application by reading to adults.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders place heavy emphasis on pupils acquiring personal characteristics which will support their learning. For example, pupils' resilience is the focus of lessons, rewards and sports competitions. Pupils' motivation and aspirations are further raised through the use of external inspirational speakers and mentors.
- Pupils appreciate the large number of opportunities they have to develop their leadership skills. For example, science ambassadors gained confidence and knowledge from delivering a workshop event for pupils in the school after visiting a regional event as preparation. Pupils are also proud to take on – among others – the roles of sports leaders, house captains, prefects and monitors.
- Pupils demonstrate a strong understanding of the choices which form a healthy lifestyle. They are knowledgeable about the importance of healthy eating and exercise, and the consequences of substance misuse. Pupils enjoy PE lessons led by specialist coaches and participation in sports clubs, tournaments and competitions. A large number of pupils start their day with a healthy meal and cooperative games at the breakfast club.
- Pupils' spiritual, moral, social and cultural development is promoted in a range of ways. They demonstrate strong social skills and are knowledgeable about appropriate moral choices. Pupils express the view that everyone should show tolerance and respect for all. However, pupils have significant gaps in their knowledge of different faiths and cultures. This means that they are not able to put their vision of tolerance into action in a meaningful way.

Behaviour

- The behaviour of pupils is good. Leaders and staff have high expectations of pupils' behaviour and this has ensured that the school is calm and orderly. Pupils are sensible as they move around the school. They demonstrate polite manners by holding doors open and greeting others warmly.
- Following a determined and rigorous approach by leaders, pupils' rates of absence have reduced considerably. Pupils' attendance is now just above the national average. Pupils value their education and are keen to go to school.
- Leaders have been successful in supporting a small number of pupils who previously exhibited challenging behaviour. As a result, the number of pupil exclusions has reduced dramatically. Similarly, instances of poor behaviour, bullying and use of

derogatory language are rare.

Outcomes for pupils

Requires improvement

- Although pupils' outcomes are improving, they are not yet good. The work in pupils' books shows that pupils' progress is not consistently strong across year groups and subjects. As a result, too few pupils reach the higher standards of learning.
- In 2018, the proportion of Year 6 pupils that reached the expected standards in reading and mathematics was average and an improvement on 2017. For the last two years, Year 6 pupils' attainment in writing was below average. In all three subjects, very few pupils reached the higher standards of learning over the last two years. During this period, pupils' progress across key stage 2 has been average in reading and writing and above average in mathematics.
- In key stage 1, the proportion of pupils that reached the expected standards in English and mathematics was broadly average in 2018. However – as is the pattern across year groups – too few pupils reached the higher standards of learning.
- As is the case for other pupils in school, outcomes for disadvantaged pupils are variable. This academic year, many disadvantaged pupils have received additional targeted teaching. As a result, a small number of pupils are now making stronger progress. However, over time, disadvantaged pupils have not made sustained, strong progress and have not caught up with other pupils nationally.
- Outcomes for pupils with SEND are not consistently good. For pupils who receive targeted teaching which meets their needs, progress is good. However, for some pupils, the targets they are set are not specific enough to meet their needs. For these pupils, progress is hindered.
- Pupils are enthused by the introduction of high-quality texts as a stimulus for their learning in English. As a result, they are developing a love of reading and are beginning to read a wider range of books. This – along with the improvements made to the teaching of reading – has contributed to the stronger progress evident for a small proportion of pupils currently in key stage 2. Despite this improvement, progress in reading across year groups remains variable.
- Younger pupils develop early reading skills well through acquiring a secure knowledge of phonics. Consequently, the proportion of pupils reaching the expected standard in the Year 1 phonics screening check is above average.

Early years provision

Good

- For the last two years, children have entered the early years with skills and knowledge which are broadly typical for their age. Due to the good teaching they receive, children make strong progress. In 2018, the proportion of children who reached a good level of development was above the national average. The proportion of children who exceeded the expectations for their age in reading, writing and number was also above average.
- Adults in the setting have built strong relationships with children and their families.

Through improved communications, parental workshops and opportunities for parents to 'stay and play', parents have become more involved in the education of their children. Parents feel increasingly well informed with regards to supporting their child's learning at home. For example, Nursery parents engage in speaking homework with their children regularly. They use this activity to provide adults in school with pertinent information about their child's language development.

- Adults in the setting make detailed, frequent assessments of children's knowledge and skills. They know each child well. Adults use this information to design activities which meet children's needs. The indoor environment is particularly effective, offering a wide range of opportunities for children to consolidate and extend their skills. Children find the activities enticing and most remain focused for extended periods.
- In the outdoor provision, children enjoy the variety of activities available for physical development, for example climbing, trampolining and large-scale construction. Adults are effective in adding challenge through the questions they pose. However, there are few opportunities for the most able children to extend their reading, writing or number skills independently in the outdoor area.
- Leaders place considerable focus on children's language development. Adults are effective in broadening children's vocabulary, for example through the use of objects, questioning and modelling. Adults' expectations of children's social skills – such as turn-taking – are also reinforced consistently. As a result, children extend their own learning and language by working cooperatively with their peers.
- Adults promote children's well-being effectively and ensure that they offer a safe, nurturing learning environment. Consequently, children behave very well and are confident learners.

School details

Unique reference number	114078
Local authority	Durham
Inspection number	10054373

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair	Paul Howell
Headteacher	Edward Jackson
Telephone number	01740 651 291
Website	www.ferryhillstationschool.co.uk/
Email address	ferryhillstation@durhamlearning.net
Date of previous inspection	21 March 2018

Information about this school

- Ferryhill Station Primary School is smaller than the average-sized primary school.
- The school has a Nursery for children from the age of three.
- The school's breakfast club is very well attended.
- Almost two thirds of the pupils are eligible for pupil premium funding. This is much higher than the national average.
- The proportion of pupils with SEND is double the national average. There are currently no pupils with an education, health and care plan.
- The vast majority of pupils are of White British heritage and almost all speak English as their first language.
- The proportion of pupils who join and leave the school at times other than the usual transition points is above average.

Information about this inspection

- The inspector observed learning in a range of lessons in all classes across the school. Many of these observations were carried out jointly with leaders.
- The inspector scrutinised pupils' work alongside leaders and listened to pupils read. She observed pupils' behaviour in lessons and around the school, including at playtimes and lunchtimes. The inspector spoke to pupils – both formally and informally – to gather their opinions about the school. She also considered the 22 responses to Ofsted's pupil survey.
- Meetings were held with governors, senior and middle leaders, and two school improvement partners from the local authority. Telephone conversations were also held with a governor and the headteacher of a partner school. The inspector reviewed 10 responses to Ofsted's staff survey.
- The inspector viewed a range of documentation, including the school's self-evaluation, the school's improvement plans, minutes of governing body meetings and records of school scrutiny group meetings. Safeguarding documents and records of the quality of teaching and learning were also studied, along with information relating to pupils' outcomes, behaviour and attendance.
- The inspector gathered the views of parents at the start of the school day. She also took account of the views of four parents who submitted free-text responses through Ofsted's online questionnaire, Parent View.

Inspection team

Karine Hendley, lead inspector

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.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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 children looked after, 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/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.gov.uk/ofsted

© Crown copyright 2019