

Inspection of a good school: South Ferriby Primary School

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

Inspection dates:

7 November 2019

Outcome

South Ferriby Primary School continues to be a good school.

What is it like to attend this school?

South Ferriby Primary is going from strength to strength. Its small size enables staff to get to know pupils well. The happy atmosphere helps new pupils settle quickly and make friends. 'Learning is fun,' pupils say, and their parents agree. The new outdoor play equipment is well used. Games led by pupil ambassadors ensure that no one is left out. Bullying is rare. Good behaviour is rewarded by staff. Pupils know their name needs to stay in the sunshine on the classroom wall and not slip onto a cloud and risk losing precious play time.

Pupils are helpful, kind and respectful. They nearly always try their best in lessons and listen attentively. Many love to read and choose their reading books with care. Book reviews written by pupil librarians and reading ambassadors guide them to the best books each week. Points awarded for reading books at home entice pupils to read even more. Staff ensure that pupils are listened to and heard. Democratically elected curriculum ambassadors promote pupils' favourite curriculum areas across the school and in assemblies.

Leaders care for pupils and staff alike. Pupils in need of extra care are well supported which helps them to learn alongside others. Expectations of pupils are high.

What does the school do well and what does it need to do better?

The school has undergone much change over the last two years. A close relationship has been formed with Winteringham Primary School. Key staff work on both sites and the curriculum is jointly planned by teachers from both schools.

The executive headteacher makes sure everyone who works in school is ambitious for pupils, including those with special educational needs and/or disabilities and those that are disadvantaged. This has helped bring about improvement in pupils' work in nearly all areas of the curriculum and is reflected in pupils' books and in external test results.

Curriculum leaders are clear about what they want pupils to learn and the sequence of learning. Staff are clear about why they are teaching a topic at this point in the year and how this will give pupils the building blocks to future learning. For example, children in the Reception class quickly learn to count and recognise shapes by the number of sides. Further up the school, pupils were observed moving on to counting in tens and then on to decimal equivalents of tenths.

This approach to planning pupils' learning in sequence enables pupils to learn and remember more. It is now present in nearly all subject areas. For example, physical education (PE) is now coordinated over both schools and pupils receive at least two hours of PE per week. Older pupils described how learning the tuck and straddle jumps made learning the pike jump easier. Sports competitions are organised within the federation and give pupils many opportunities to learn a range of different sports. Pupil sports ambassadors lead sports coaching sessions at break and dinnertime. 'It's like teaching PE at lunchtime' was a comment made by one of these pupils. Some pupils also receive further training to officiate at games, for example as a hockey referee. This enables pupils to learn to take responsibility and contributes well to the social part of their spiritual, moral, social and cultural understanding.

Much change has taken place within the curriculum in the last two years. The teaching of reading has been revolutionised. Phonics is started almost as soon as pupils join the Reception class. This enables children to start to gain early reading skills as soon as possible. Almost all children reached the reading early learning goal last year. School leaders recognise that some newer strategies for improvement need a little more time to be fully embedded. For example, sometimes activities in guided reading sessions do not always match pupils' needs as accurately as they could. Similarly, the religious education curriculum does not yet enable pupils to learn and remember information about other religions in as much depth and detail as they should.

Leaders have developed a curriculum which enables pupils from Reception to Year 6 to become resilient and determined not to give up. Residential and day trips away from school to places such as Whitby and Normanby Hall help broaden pupils' horizons and understanding of places away from the school's locality. These opportunities enhance their learning in science.

Safeguarding.

The arrangements for safeguarding are effective.

Staff receive regular training in safeguarding and are kept up to date. They are aware of the challenges faced by their parents. They are clear in their responsibilities for recording and documenting any concerns they may have. Careful records of their safeguarding work are kept. Leaders work with a range of other professionals. This helps leaders to ensure that pupils and their families receive the support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have brought about much change in a short time. The headteacher has put in place a strong team who are working hard to bring about further change. A recent development in reading is the introduction of guided reading sessions. Overall these sessions are bringing about improvement to developing pupils reading skills. However, in some lessons further work is needed to ensure that learning in guided reading is closely pitched to pupils' needs.
- The headteacher has introduced regularly taught lessons in religious education. This has improved pupils' understanding of different faiths and religions. This was an area for improvement in the previous inspection report. Currently, older pupils are not yet confidently knowledgeable about different faiths and religions within the UK and beyond. Further work is required to ensure that pupils develop a stronger understanding in this area in order to become knowledgeable future British citizens.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 2–3 June 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	117752
Local authority	North Lincolnshire
Inspection number	10088944
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair of governing body	Mrs Justine Duck
Executive headteacher	Mrs Lesley Allwood
Website	http://www.southferribyschool.co.uk
Date of previous inspection	2–3 June 2015

Information about this school

- The school has undergone a significant change since the previous inspection. The school is now federated with Winterringham Primary School, sharing the same executive headteacher and governing body.
- There have been many staff changes since the last inspection. Only three current staff members were present at the previous inspection.
- Some staff, including the teaching and learning lead teacher, work across both school sites.
- The number of pupils attending the school has recently increased from 54 to 81.

Information about this inspection

- During the inspection I met with six members of the governing body including the chair and vice chair.
- Pupils met with the inspection team both formally and informally during break and dinnertime.
- I spoke with staff about their well-being and workload.
- I also spoke to six parents informally at the start of the school day and took into

account the 22 comments made by parents on Ofsted's free-text service.

- The team considered the 12 responses to the staff survey and the 11 responses from older pupils to the pupil survey.
- I listened to pupils read from across the school.
- The team looked in depth at three areas of the curriculum: reading, mathematics, and physical education. In order to do this, we met with senior leaders, curriculum leaders, teachers, and pupils with their books. We also looked at pupils' work and observed learning in each of the identified curriculum areas.

Inspection team

Marian Thomas, lead inspector

Her Majesty's Inspector

Darren Marks

Ofsted Inspector

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