Inspection of a school judged good for overall effectiveness before September 2024: South Ferriby Primary School

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

Inspection date: 14 January 2025

Outcome

South Ferriby Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

This school is warm and welcoming. Pupils are safe and enjoy coming to school. The school has extremely high aspirations for all pupils across the curriculum. These are generally realised and pupils achieve very well.

Pupils are kind and considerate towards each other. They behave well in the classroom and throughout the school. Older pupils have leadership roles within the school. These include sports ambassadors, who organise sports games for younger pupils to enjoy at breaktimes. This is done extremely well. Younger pupils look up to their older peers and appreciate how these experiences help them to develop their skills and interests.

The school is committed to ensuring that pupils develop an understanding of risk and safety. Pupils have a clear understanding of healthy and unhealthy relationships. The school engages with external experts to teach the pupils about road safety and water safety. Pupils know how to keep themselves safe online and how to report any concerns.

The school supports pupils to be active, responsible citizens effectively. Pupils thoughtfully select charities to support. They organise a variety of activities and events to raise funds for them.

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

Children make a positive start to their education in the early years. Adults design activities that are engaging and in line with each child's learning needs. Children's understanding is extended through skilful questioning from adults. The school regularly checks what children know and remember. It uses this information to successfully address any

misconceptions or gaps in learning. The effective provision in the early years ensures that children are very well equipped to access the curriculum in Year 1.

The school has carefully considered its curriculum. This includes what the pupils learn and how it is delivered. Pupils find the curriculum interesting and classrooms are a highly productive environment. The school regularly checks how well pupils are developing. The school quickly addresses any areas where pupils might need extra support. As a result, pupils' understanding develops well as they progress through the school.

Leaders place a sharp focus on learning to read. Adults accurately model the sounds that make up words. They support pupils to practise using these new sounds through engaging activities. Pupils enjoy reading books that include the sounds they have been taught. This builds pupils' confidence and accuracy before they independently apply these skills across the curriculum. The school promptly identifies any pupils who need extra support with their reading. The school provides additional opportunities for pupils to revisit any sounds they find challenging. This helps pupils to quickly become fluent readers.

The school is committed to supporting all pupils to succeed. It is inclusive. All pupils get the opportunity to access educational visits and clubs. Pupils with special educational needs and/or disabilities (SEND) are quickly identified. The school works with external experts to ensure that these pupils get the support they need. This includes using tailored resources and structuring learning into clear, manageable parts. As a result, pupils with SEND access the curriculum alongside their peers and achieve well.

Leaders engage well with parents and carers to ensure that pupils attend the school regularly. Behaviour in the school is exemplary. Relationships between adults and pupils are respectful and nurturing. Pupils consistently make mature and thoughtful choices. Pupils have positive attitudes to each other and to their learning.

The school has carefully considered how it supports pupils' broader development. Pupils learn about fundamental British values through the curriculum and school assemblies. Pupils experience democracy first hand when voting for school council members. This helps them to understand equal opportunity and learn that their voices matter. Pupils have a clear understanding of what makes people unique, with some pupils referencing the Equality Act of 2010. However, at times, some pupils' understanding of different faiths and cultures is inaccurate. While the school has started to address this, the impact of this work is not yet consistently evident across the school.

Staff at the school are extremely positive about support for their workload and well-being. Staff appreciate how areas such as assessment and feedback are carefully considered to ensure that they are purposeful and efficient. Governance at the school is extremely strong. Governors are highly committed. They bring a rich skill set to their role. Governors' visits are purposeful. They speak to pupils and staff. This gives them a detailed understanding of the school. They use this to support and challenge school leaders to continue to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils' understanding of different religions and cultures is not accurate. As a result, pupils are not as prepared for life in a diverse society as they could be. The school should ensure that pupils' understanding of different faiths and cultures is consistently accurate, so that pupils are better prepared for life in modern Britain.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in 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 information from Ofsted Parent View 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.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117752
Local authority	North Lincolnshire
Inspection number	10346309
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	Justine Duck
Executive headteacher	Lesley Allwood
Website	www.southferribyschool.co.uk
Date of previous inspection	7 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school has a breakfast club, which is overseen by the governing body.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher.
- An inspector met with representatives of the governing body and a representative of the local authority.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted's online surveys for pupils, staff and parents. This included any free-text responses to Ofsted Parent View.

Inspection team

Andrew Yeomans, lead inspector	Ofsted Inspector
Gerry Wilson	Ofsted Inspector

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