



Boothferry Primary School

Inspection Report

Unique Reference Number 117941
LEA East Riding of Yorkshire
Inspection number 280192
Inspection dates 3 October 2005 to 4 October 2005
Reporting inspector Anthony Calderbank

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

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|------------------------------------|--------------------|---------------------------|--------------------|
| Type of school | Primary | School address | Newport Street |
| School category | Community | | Goole |
| Age range of pupils | 4 to 11 | | DN14 6TL |
| Gender of pupils | Mixed | Telephone number | 01405 762151 |
| Number on roll | 271 | Fax number | 01405 720429 |
| Appropriate authority | The governing body | Chair of governors | Mr J Watson |
| Date of previous inspection | 29 December 1999 | Headteacher | Mrs R M Williamson |

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|-----------------------------|---|------------------------------------|
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Boothferry Primary School is a larger than average sized primary school situated to the west of the town of Goole in the East Riding of Yorkshire in a socially and economically disadvantaged area. The majority of children are of white British background. Seven pupils are at an early stage of learning English and there are three looked after children. The proportion of children entitled to a free school meal is broadly average. The percentage of pupils with learning difficulties and/or disabilities and with statements of their special educational needs is above that found in most schools. The children's skills on entry to the school are below the levels expected. A higher than average number of pupils are not at the school for the whole of their primary education, joining at other than the usual times. The school has gained a Healthy School Award, Basic Skills Quality Mark, Naace Mark and is credited with Investors in People.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

Boothferry Primary is a good school with some outstanding features. Pupils enjoy their education and are very well cared for. The quality of the teaching and the curriculum is good, with a wide range of enrichment opportunities. As a result, pupils achieve well in reaching broadly average standards by the end of Year 6. The school is well led and managed and has made good improvements since the previous inspection. In particular, the headteacher and staff have worked hard to improve provision in the Foundation Stage and the teaching of information and communication technology (ICT), and this has led to higher standards in these areas. Pupils' personal development and well-being are outstanding and as a result children have very good attitudes and behave extremely well. The school's capacity to make further improvement is good but in order to do so it must raise achievement in writing and ensure that assessment information is used to set challenging targets. The school gives good value for money.

What the school should do to improve further

Focus on:

- raising standards in writing
- ensuring that assessment information is used to set challenging targets.

Achievement and standards

Grade: 2

From the below average attainment when children start school, pupils make good progress and achieve well to reach broadly average standards by the end of Year 6. Pupils with learning difficulties and the looked after children make good progress because their individual needs are clearly identified, and they are given suitable help. The small number of pupils with English as an additional language have well-focused teaching, which builds their confidence and helps them to do well.

Children in the reception class are provided with an exciting curriculum which provides good opportunities for them to explore and find things out. As a result, by the time they begin Year 1 the majority will have achieved the early learning goals, but speaking skills are still below those found in most schools. Pupils in Years 1 and 2 achieve well overall and a large majority attain the expected standard in English, mathematics and science. However, the number of children achieving the higher levels in writing is below that found in most schools.

Good progress continues in Years 3 to 6 and standards are broadly average in English and mathematics by the end of Year 6. However, though pupils achieve well in science, standards are below those found in most schools because pupils have difficulty remembering and understanding the technical vocabulary. Pupils use their good ICT skills well to help them learn in other subjects.

Personal development and well-being

Grade: 1

Pupils' attitudes and behaviour in classes, and around the school, are very good. They are keen to succeed, and work extremely hard. Attendance has improved since the previous inspection and is now similar to that found in most schools. Pupils' relationships with each other and staff are extremely good, reflecting the strong emphasis which the school places on their personal development. Pupils play happily together and say that instances of bullying or aggressive behaviour are very rare. They show initiative, for example, by organising fund-raising events in support of charities, and take on a range of responsibilities through acting as 'buddies' at playtime and being a member of the school council. These are outstanding features of the school's provision as they give pupils a voice in making important decisions regarding their safety, welfare and pastoral care. Pupils have an excellent understanding of how to stay safe and lead healthy lifestyles.

Spiritual development is a strong feature of the school. Pupils respect each other and have a very clear sense of right and wrong. They have a good understanding of the cultural tradition of others which is developed through activities such as a visit to a Hindu temple and celebrations of the cultural traditions of other countries such as France.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. A particular strength is the use of ICT, which results in pupils being very focused and interested in their learning. The relationships between adults and pupils are of a high quality and, with a consistent and firm approach to discipline, lead to a very positive climate for learning. As a result, pupils enjoy their lessons and make good progress.

Lessons are thoroughly planned and teaching assistants are very clear about their role and whom they are to support. This means that pupils work hard at the tasks that have been set and sustain a good level of concentration. Pupils with learning difficulties and/or disabilities, the looked after children and those who have English as an additional language, are always well planned for and they feel fully included in the learning. The outcome is that these pupils are growing in confidence and able to work independently.

From the Foundation Stage onwards, emphasis is placed on promoting self-esteem and giving pupils opportunities to learn in different ways. Teachers use a good range of methods to make lessons fun and provide practical ways for pupils to understand what they are doing. This is most evident in the recent initiative to encourage pupils to explain and demonstrate what they have learnt and which is improving their ability

to express ideas and opinions. However, this is yet to make an impact upon the pupils' writing skills but teachers are monitoring this closely so that standards are raised.

Assessment procedures are very good in English and good in mathematics. Test results are analysed and the information is used well to identify gaps in pupils' learning. The recently implemented system to track progress is useful but the use of data could be further refined. This would enable teachers to be clearer about the groups of pupils who need the most help and what they need to do to improve. This is already happening in English and mathematics, where individual targets are set, but in order to raise standards teachers need to ensure that the targets are challenging enough.

Curriculum and other activities

Grade: 2

The curriculum is good and the school is particularly successful in promoting health and well-being. A programme of personal, health and social education, including sex and relationships education and the effects of drugs, smoking and alcohol is very well planned to equip learners with the skills needed to cope with dangers in their lives.

ICT is a major strength and used exceptionally well to support pupils' learning. The teaching of French throughout the school is a positive innovation that pupils really enjoy. The success in achieving the Healthy School Award has led to an enriched curriculum with many opportunities to be involved in sporting and cultural activities during and after the school day.

The curriculum is adapted well to meet the needs of different groups of pupils, who all feel fully involved in the life of the school. The range of visits, including a residential trip for older pupils, is very effective in fostering pupils' interest in and commitment to learning.

Care, guidance and support

Grade: 2

The care, guidance and support given to pupils contribute well to their good achievements. Pupils trust staff and know whom to turn to if they need help with academic or personal needs. They say that they feel safe in school because any problems that they might have are dealt with very swiftly – 'the staff are always there for you like one big family'. They think that the playground is a good place to be because there is plenty to do and the 'Buddy' system, where pupils act as a companion, is highly valued. Regular school health and safety checks and risk assessments contribute to the safe environment pupils work in. Every adult understands the up-to-date child protection procedures.

Good personal support is given to all pupils, including those with learning difficulties and/or disabilities, the looked after pupils and those who speak English as an additional language. The support provided for pupils with behavioural problems is a strength of the school. Parents get good information about how well their children are getting on.

Leadership and management

Grade: 2

Leadership and management of the school are good. The headteacher gives the school a very clear sense of direction and purpose and has created an atmosphere where everyone feels valued, cared for and respected. The very strong focus on staff knowing pupils exceptionally well as individuals ensures that they are all treated equally and fairly and experience success.

The school has good systems for checking how well it is doing and identifying where it could do better, including seeking the views of parents and pupils. There are very good assessment procedures in English and mathematics and the data from test results in these subjects are used very well to provide a clear overview of pupils' progress from one year to the next. However, a consistent approach to assessment has only just been introduced in science and other subjects. The school now needs to ensure that assessment information is used to set pupils suitably challenging targets in order to improve standards and achievement.

The headteacher ensures that subject leaders monitor and develop their areas and identify priorities for improvement. These priorities feed successfully into the school's development plan. Monitoring of teaching and learning is thorough in mathematics and English and provides teachers with specific points for development, therefore leading to improvements in pupils' learning and enjoyment of lessons. Professional development courses have equipped teachers and support staff well with the skills to enhance learning, particularly for pupils with behavioural problems. The leadership of the Foundation Stage is very good and as a result provision is outstanding.

Governors are fully involved in the life of the school. They play an active role in financial planning and the efficient use of resources. They have undertaken a thorough review of their effectiveness and have produced an action plan to address areas they have identified as being in need of further development.

Staff have worked hard to make the building an exciting and interesting place for the pupils to learn in. There are good levels of teaching and support staff who work very well together for the good of the pupils.

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Inspection judgements

| | | |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | 1 | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 3 | NA |
| How well learners enjoy their education | 1 | NA |
| The extent to which learners adopt safe practices | 1 | NA |
| The extent to which learners adopt healthy lifestyles | 1 | NA |
| The extent to which learners make a positive contribution to the community | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 2 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

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Boothferry Primary School
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DN14 6TL

5 October 2005

Dear Pupils,

Following our visit to look at your school we would like to thank you for making us so welcome, and to tell you what we found out. We enjoyed seeing you at work and at playtimes, and liked talking to you. There are lots of things that we liked about your school and we think that you are lucky to go to such a good school.

Some of the things we liked are:

your school is very friendly and welcoming. You behave very well and get on very well with each other

your headteacher has appointed some very good teachers, who prepare interesting lessons

you listen attentively to what your teachers have to say and try very hard in your lessons

all the people who work in your school make sure that you are safe and very well looked after

your headteacher, and all of the other people who help run your school, are good at making sure that you get a good education

we agree with your parents that you go to a good school.

Everybody who works there wants it to be even better. To help them to do this we think that the things to do next are to:

improve your writing skills

make sure that your targets help you to make even more progress.

Yours sincerely,

Tony Calderbank

John Atkinson

Jane Randall

Inspection Team

Annex B