



Ferham Primary School

Inspection Report

Unique Reference Number 106839
Local Authority Rotherham
Inspection number 287622
Inspection dates 2–3 October 2006
Reporting inspector Bill Keast

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

Type of school	Primary	School address	Ferham Road
School category	Community		Rotherham
Age range of pupils	3–11		South Yorkshire S61 1AP
Gender of pupils	Mixed	Telephone number	01709 740962
Number on roll (school)	179	Fax number	01709 552312
Appropriate authority	The governing body	Chair	
		Headteacher	Mrs Diana Clegg
Date of previous school inspection	1 October 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized primary school is in an area of significant urban disadvantage. The proportions of pupils from minority ethnic backgrounds or whose home language is not English, or who have learning difficulties and/or disabilities, are all well above average. The number of pupils joining or leaving the school during the year is high. The school and the Sure Start programme form the new Ferham Centre and this is developing extended care provision. The recent inspection of this care provision is the subject of a separate report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is an effective school that provides good value for money. When children enter the Nursery their attainment is very low for their age. A significant number have little or no English and others have poor social skills. The Foundation Stage is well led. Children's needs are identified quickly and the right help given. All adults work well as a team to provide a rich learning environment in which children enjoy the lively and interesting activities prepared for them. The good provision enables all children to make good progress. Although pupils' attainment as they enter Year 1 and at the end of Year 2 remain well below average, the good provision the school makes ensures they continue the good progress begun earlier. Standards reached by the end of Year 6 are below average. However, this represents good achievement from the very low starting point many children had when they began school.

The quality of teaching and learning is good. Teachers and other adults know the pupils well and understand their individual needs. As a result, pupils enjoy their education and achieve well. Pupils' personal development is good. Most pupils attend regularly. However, a small number of pupils have a poor attendance record which has an adverse affect on their learning and progress. The school works closely with parents both to support them and to help them help their children. Parents are highly satisfied with what the school provides, as is shown by the very positive response to the parent questionnaire. Outside agencies are used effectively to give additional support to pupils with particular needs or difficulties. Other organisations and individuals are used well to complement the experiences provided by the school staff and pupils benefit from additional opportunities such as the worthwhile range of sporting activities made available to them. The school has achieved the Healthy School Award and pupils are learning well about adopting healthy lifestyles. The school takes good care of its pupils and this helps create a pleasant environment in which pupils feel safe. Pupils respond by behaving well and show consideration and respect for each other. They make a good contribution to the life of the school through the school council and the many tasks they take on. As pupils grow older they make an increasing contribution, for example, through the 'play pals' scheme where they support and guide younger pupils at break times. These experiences, together with the development of basic skills, are preparing pupils satisfactorily for their future life. The school has recognised the need to provide more activities for pupils to develop their enterprise skills further and has plans to tackle this issue.

The development of the school and the raising of standards, recognised by a national achievement award, have been driven by the headteacher. Staff and governors share her vision for the school. The monitoring of pupils' work and progress, and of teaching, is regular and thorough. The school's self-evaluation is accurate. For example, it shows that pupils are currently making less progress in mathematics than they are in aspects of English. Actions already taken to tackle identified issues have been effective in raising standards. The senior leadership team has recently been restructured and three new teachers appointed. It is too early in the school year to determine the impact of these changes. The issues raised in the previous inspection have been tackled

effectively. The improvement since then has been good and the school has good capacity for further improvement.

What the school should do to improve further

- Ensure that individual targets set for pupils in mathematics are more closely linked to next steps of learning to increase their progress.
- Raise pupils' levels of attendance.

Achievement and standards

Grade: 2

The school's assessment information shows pupils make good progress throughout the school. By the end of Year 6, standards are below average but are considerably higher than when children started school. This illustrates pupils' good achievement. The rise in standards, in the four years to 2005, was significantly greater than the national trend. However, results fell in 2006. The attitude of some pupils and the unwillingness of many to take advantage of the additional support offered, affected the test results of the group so that they did not reach their targets. The results did not reflect the standard of their work in the classroom. School targets are appropriately challenging and analysis shows that pupils make greater progress than pupils in a similar context nationally. All groups of pupils make similar good progress. In particular, there is no significant difference between boys or girls or between pupils whose first language is other than English.

Personal development and well-being

Grade: 2

A significant number of pupils have poor social skills when they join the Nursery. Good teaching enables them to learn how to behave in a group, how to share and how to take turns. Pupils' social, moral, spiritual and cultural development is good. Behaviour in class and around the school is good. The very few pupils who occasionally show poor behaviour are managed well. Parents agree their children enjoy school and discussion with pupils confirmed this. Although most pupils attend regularly, overall attendance is below average because a small number of pupils have a poor record of attendance.

Quality of provision

Teaching and learning

Grade: 2

Teachers are good at providing varied and interesting activities that capture pupils' interest. They know the needs of their pupils well and, through careful planning, are able to provide different work so that all pupils are challenged appropriately and learn

well. Teaching assistants are used well and play an important role in pupils' learning. In all classes, teachers explain to pupils what they will be learning and how they and their teacher will know this has been achieved. This consistency is encouraging pupils towards making their own evaluation of their learning. Teachers talk to pupils about their work and explain what they need to do to improve. Pupils confirm they have targets and that they know what they need to do next. These targets have been more successful in promoting progress in English than in mathematics.

Curriculum and other activities

Grade: 2

The school's good curriculum meets national requirements. The school makes effective use of external providers such as the local sports college, to make particularly good provision for pupils to learn about and practise healthy lifestyles. Advice has been sought on how opportunities to use information and communication technology and art might be incorporated into topics in other subjects. Planning is being modified to incorporate this. Provision for pupils' personal development is good and starts as soon as they join the Nursery. Gifted and talented pupils are identified and satisfactory additional opportunities provided to challenge them. A range of programmes is used effectively to help those with identified learning difficulties to learn well. A good range of visits and visitors and lunchtime and after-school clubs enhances the curriculum.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Child protection and risk assessment procedures are carried out thoroughly. Pupils are well cared for and relationships are good. Pupils and their individual needs are known well by their teachers. Pupils with learning difficulties and/or disabilities, including those with emotional and behavioural problems, are supported well by learning mentors and teaching assistants. Pupils' attainment is assessed regularly and their progress monitored effectively with the information being used well to identify pupils who need additional support, to amend individual pupils' targets and to decide on a whole-school focus for subsequent work in English and mathematics to improve standards further. In this caring and safe environment, all pupils progress and develop well.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher has a clear vision for the school which she has successfully shared with her colleagues and governors. The monitoring of performance through observation and scrutiny is regular and thorough. Identified issues are tackled and the impact of the subsequent actions is evaluated. Development planning builds on the evaluation of earlier action. Professional development of staff is integral to the process. This well managed process has resulted in the good quality of provision and the good progress pupils make. Governors are very supportive of the

school and fulfil their responsibilities satisfactorily, although they have little active involvement in planning or the evaluation of its provision.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us into your school and talking to us. We really enjoyed visiting you in your classrooms and seeing what goes on in your good school.

You clearly enjoy being at school and behave well. You are polite and respect your teachers and each other. Your headteacher knows what she wants for you and how the teachers and support staff can best achieve this. Your teachers look after you well and make your school a place where you told us you feel safe. You are learning well how to make the choices that will help keep you healthy. Your teachers work hard and successfully to recognise and provide the different help that each of you needs to learn well and to grow up as confident young people. They teach you well, giving you exciting and interesting activities and making sure you can all understand and manage your work. The standards in your school are rising and you make good progress as your teachers help you understand how to improve your work.

We found that you are not making as much progress in mathematics as you do in English. We have asked your teachers to set you targets in mathematics that give you more help with the next steps of learning. Most of you attend well but some of you miss too many days. You can help your teachers to help you learn by listening carefully and giving your full attention at all times.

We hope you continue to enjoy your time at your school and wish you well.