

# Stoneferry Primary School

## Inspection report

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<b>Unique Reference Number</b>	117818
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	290935
<b>Inspection date</b>	21 June 2007
<b>Reporting inspector</b>	Kathryn Dodd

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Wood
<b>Headteacher</b>	Mrs Jackie Spowage
<b>Date of previous school inspection</b>	28 January 2002
<b>School address</b>	Stoneferry Road Hull HU7 0BA
<b>Telephone number</b>	01482 838968
<b>Fax number</b>	01482 838968

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Almost all pupils attending this smaller than average school are White British. The school is situated in the midst of an industrial development serving an area of mixed social and economic circumstances. The proportion of pupils with learning difficulties and/or disabilities is average, although the proportion that has a statement of special educational need is high. When children start Nursery, their skills are below average.

## 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 a good school that provides good value for money. It is friendly and welcoming and very highly thought of by parents, who are very proud of their children's successes. Making sure that pupils enjoy learning, are safe and healthy, and play an active part in the school community is high on the school's agenda. It is not surprising, therefore, that pupils enjoy school, behave well and show good attitudes to learning. Attendance is broadly average but adversely affected by the number of pupils who go on holiday during term time. Pupils throughout the school, including those in the Foundation Stage, make good progress. By Year 6, standards were average in 2006 but current attainment is higher, especially in mathematics and science. In English, standards are average, although they are higher in reading than in writing. Pupils' good academic and personal achievement signposts a bright future when they leave at the end of Year 6.

Pupils make good progress as a result of good teaching and learning, and a good curriculum that focuses on boosting learning where it is needed most. Pupils with learning difficulties and/or disabilities make outstanding progress because of the high quality support they receive from teachers and support staff in lessons and because of the very effective partnerships established between school, home and other support agencies. However, teachers do not make sure that the needs of the more able pupils are met consistently enough so they can show what they are really capable of. Leaders have rightly identified that writing is a priority for improvement. Recent curriculum adaptations are already helping to promote better achievement in writing. For example, there are more opportunities for pupils to develop their speaking and listening skills and there is more time devoted to writing activities. Nevertheless, there remains scope to provide further opportunities in different subjects for pupils to practise and improve their writing in a way that motivates them to learn.

Good leadership and management are keys to the school's success. Staff and governors are all highly committed and hard working. Under the very strong leadership of the headteacher and her deputy, staff work closely together so that they remain on a clear path of continual improvement. Since the previous inspection, pupils' standards, the quality of the curriculum and the partnership with parents are all examples of improvement. Its self-evaluation is accurate. This is a school that knows its own strengths and is not afraid to say where it can be even better. This, along with the good improvement since the previous inspection, demonstrates that the school has good capacity to improve in the future.

### What the school should do to improve further

- Provide further opportunities in different subjects for pupils to practise and improve their writing in a way that enthuses their learning.
- Ensure that pupils capable of reaching the higher levels of attainment are fully and consistently challenged, especially in writing.
- Improve the level of attendance.

## Achievement and standards

### Grade: 2

The achievement of girls and boys of all ages is good and current attainment in Year 6 is above average in mathematics and science; in English, attainment is average. Pupils who have learning difficulties and/or disabilities make outstanding progress. When children start in Foundation Stage (Nursery and Reception classes), their skills are below those expected for their age. Their

speaking and listening skills, and their knowledge and understanding of the world are particularly low. Although learning is good, children do not reach all their expected goals by the time they enter Year 1.

In Years 1 and 2, pupils make good progress and standards are average by the end of Year 2. This is an improvement on the below average standards reported at the time of the previous inspection. Although pupils who took the tests at the end of Year 6 in 2006 reached average standards overall, this represented good progress from their below average starting points. Pupils continue to reach higher standards in mathematics and science than they do in English. This is because there are fewer more able pupils who reach a higher level than expected for their age in this subject. Although progress is satisfactory in English, pupils make greater gains in reading than in writing. The school has already accurately identified a need to improve writing and has taken swift action that is starting to pay dividends. School data show that attainment is likely to be higher in the national tests and assessments at Years 2 and 6 in 2007.

## **Personal development and well-being**

### **Grade: 2**

Pupils' good personal development, including their spiritual, moral, social and cultural development, helps them to achieve well. A strong focus on personal, social and emotional development in the Foundation Stage ensures that children settle quickly into school life and develop an eagerness to learn. From this point, pupils grow in self-confidence and mature into young people that are well prepared for life beyond school. Pupils' achievements are valued highly and celebrated often so that they are motivated to behave well and show good attitudes to learning. Pupils enjoy helping to make their school a happy and safe place to be. Older pupils willingly take on responsibilities around the school. They show sensitive concern for the welfare of younger ones and take good care of the play equipment provided through the school council. They are particularly respectful of one another's individuality. In conversation, one pupil said, 'Although we know some of us are different, we treat everyone the same'. Pupils develop a good understanding of how to keep fit and why it is important to eat healthily. Attendance is broadly average, but slightly below mainly as a result of holidays taken during term time by some pupils. Despite the school's determined efforts to promote better attendance with parents, there remains scope to ensure the pupils themselves develop a better understanding of the importance of good attendance. As a result, leaders have rightly identified improving attendance further as a priority.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Enthusiastic teaching makes a strong contribution to raising standards and pupils' good achievements. Pupils enjoy positive relationships with their teachers, who make lessons interesting and purposeful. As a result, pupils are attentive, behave well and are open to learning. They also respond well to the expectations of them to work hard. Teachers and support staff work together very well to ensure that additional help is given to the pupils who need it most; consequently, pupils with learning difficulties and/or disabilities make rapid learning gains. Teachers use the information of pupils' progress to plan work that meets pupils' varying needs but they do not always ensure that the pupils who are capable of achieving the highest levels of attainment are consistently challenged to do so. Nevertheless, teachers are eager to improve

the quality of their teaching even further. They are very receptive to the various initiatives introduced aimed at raising standards, to try out new teaching methods and take up professional development opportunities. As a result, standards are rising.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum enables pupils of all ages to make good progress. The school places a high priority on providing an enriching curriculum that enlivens learning and that helps develop a better knowledge and understanding of the world. This is seen in a good range of interesting lessons, extra-curricular activities, educational visits and visitors and reflects the range of national accreditations achieved, such as the Activemark and Artsmark. Children in the Foundation Stage quickly understand that learning is fun. As a result, most pupils say they enjoy school. Recent curriculum adaptations are helping to promote better achievement in writing; for example, there is a stronger focus on developing speaking and listening skills, and from an earlier age. This helps to extend pupils' range and use of vocabulary when they write. Although more curriculum time is being devoted to developing writing skills, not all pupils are as enthusiastic about writing as they are about other subjects. This is because the work and activities provided in other subjects do not always give them sufficient opportunity to practise their developing skills in an exciting and stimulating way.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Effective procedures for safeguarding pupils are in place. Staff know pupils very well and pupils are confident that staff will help them overcome any difficulties. Teachers and support staff are dedicated to providing high quality care and support. Pupils with learning difficulties and/or disabilities and those in need of social or emotional help, including the poorest attendees, are very well supported. This is because staff, parents and external support agencies work very effectively together to review progress and agree their next steps. As a result, they make rapid learning gains and their personal development blossoms. The partnership between home and school has improved significantly. Parents particularly value the wealth of opportunities on offer to become involved in school life and understand how they can best support learning at home. Although pupils know the targets for improving their work, they are not all clear about how well they are getting on. This is because there are not yet enough opportunities for pupils to check on their own progress and marking does not always make enough references to what needs to improve.

## **Leadership and management**

### **Grade: 2**

A strong sense of unity and teamwork underpins the good leadership, management and governance of the school. Key to this is very strong leadership of the headteacher, who values the contribution of everyone. As a result, staff pull together to ensure that the school is happy, inclusive and particularly well thought of by parents. The deputy headteacher makes a significant contribution to raising standards. Her skilful analysis of the data of pupils' progress enables staff to be clear about where pupils might do even better. From this, senior staff and subject leaders ensure that the curriculum is adapted and staff are trained so that they can meet pupils' learning needs more closely. There remains scope to make sure the subject leaders make an

even greater contribution to school improvement by closely checking the impact of the various changes on pupils' progress, so they know where to fine-tune provision even further. Governors have a good understanding of the school's strengths and also know where it can be better. The school has accurately evaluated its own effectiveness. The determination to make sure that no stone is left unturned is the main reason why leaders have pinpointed so many improvement priorities. Nevertheless, they are very focused on the most important, particularly raising standards and progress in writing, and there is a good capacity to meet the challenges ahead.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	2

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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

22 June 2007

Dear Pupils

Inspection of Stoneferry Primary School, Hull, HU7 0BA

Thank you so much for the warm welcome you gave me when I visited your school. You answered my questions thoughtfully. You were friendly and polite, your behaviour was good and you worked hard in lessons. I can see why you told me that you enjoy coming to your school so much and why so many of your parents are pleased with it. All the staff care about you and want you to do well. I particularly enjoyed seeing how proud you are of the awards you get to celebrate when you have done something really well. It is also good to hear that, if you have any problems or are upset, there is always someone on hand to help. You get lots of chances to take part in interesting and exciting activities in your lessons, like the Spanish event in Year 3, and out of school. Activities like these are also helping you to learn about the world around you. This is one of the reasons why you say you enjoy school and why you are so respectful of one another's differences.

Your school is a good school, you do well in your learning and the school makes sure you are well prepared for when you leave at the end of Year 6. All the adults in your school work hard together to make things even better for you. I have asked them to make sure that:

- you get even more chances to practise your writing, so that you do as well in this subject as you do in reading, mathematics and science
- you are given work that makes you all think really hard so that you can always show what you are really capable of
- your attendance is better.

You can help your school to become even better by making sure that you:

- always tell your teacher if your work is too easy for you
- know what your learning targets are and check what you have to do to reach them
- do your best to attend school every day.

I wish you all the very best for the future.

Yours sincerely

Kathryn Dodd

Lead inspector