

# Foredyke Primary School

## Inspection report

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<b>Unique Reference Number</b>	117933
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	301739
<b>Inspection dates</b>	5–6 December 2007
<b>Reporting inspector</b>	Lynne Read

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	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anita Al-Khaddour
<b>Headteacher</b>	Pat Rock
<b>Date of previous school inspection</b>	1 September 2003
<b>School address</b>	Flinton Grove Preston Road Hull HU9 5SN
<b>Telephone number</b>	01482 375293
<b>Fax number</b>	01482 786807

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized primary school serves an area with a very high incidence of social and economic disadvantage. When the children enter the Nursery, their development is far less advanced than is usual for their age. The proportion of pupils who take up free school meals is well above average. There is also a much higher than average proportion of pupils with learning difficulties and/or disabilities. Most pupils are of White British heritage. Extended provision includes a breakfast club. An unsettled period followed the completion of a regeneration project. There was a substantial fall in numbers and savings in staffing and provision had to be implemented.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Foredyke Primary is a satisfactory school giving satisfactory value for money. Many improvements have taken place recently in teaching and management. These include better checks on pupils' progress and more challenging goals for their learning. Parents have confidence in the school. One wrote, 'My children love this school' and several encouraged the headteacher to 'keep up the good work'.

Academic achievement is satisfactory but standards are still below average at the end of Year 6. By Year 2, achievement is now satisfactory so that the proportion of pupils attaining the standards expected for their age has increased. In Key Stage 2, progress is improving in reading and mathematics. Progress in writing is hindered because pupils do not practise their skills enough. In mathematics, more able pupils have insufficient opportunities to solve problems or investigate mathematical ideas.

Teaching and learning are generally satisfactory but good in the older pupils' classes. Planning has been improved to provide a good level of challenge and support to meet the needs of most pupils. However, this is not consistent and, in some classes, the more able pupils are not stretched. Although managers have a satisfactory overview of provision and standards, the monitoring of new initiatives is not effective enough to make sure that they are having the desired impact. The proportion of good lessons is not high enough for the school to meet its challenging targets for improving standards. The curriculum is satisfactory and pupils are enthusiastic about the interesting range of out-of-school clubs. A strong emphasis on care and personal, social and health education enables pupils to become aware of how to live safe and healthy lives. Good attention is paid to safeguarding pupils and profitable links with outside agencies contribute a great deal to pupils' learning and well-being.

Personal development, including behaviour, is satisfactory and pupils say that they enjoy learning. They make a sound contribution to the school community; for example, older pupils act as 'buddies' to younger ones. Such experience of responsibility prepares them satisfactorily for life in the wider world.

Effective leadership from the new senior management team has enabled the school to identify new ways to try to raise standards. With good support from the local authority, effective strategies have been introduced to improve provision and increase pupils' progress. However, it is too soon for the full impact of this work to show improvement in national test results. Having seen initial successes, managers and teachers are eager to move on and there is a sound capacity for the school to improve further.

## Effectiveness of the Foundation Stage

### Grade: 3

The Foundation Stage provision is satisfactory with some good features. Children join the school with attainment that is typically very low for their age, especially in personal development, speaking and listening, and understanding number. Well-targeted teaching supports their development so that much learning is built on systematically. Children have the advantage of a stimulating learning environment, both inside and out, and good opportunities to choose activities for themselves. Detailed records show that children make good gains in their personal and social development and in their knowledge and understanding of the world. In other areas, progress is satisfactory and, by the end of Reception, children's development is lower than the

expected level, especially in communication and language skills. The school is embarking on a programme to improve this area of learning, with new strategies and resources being introduced.

### **What the school should do to improve further**

- Improve language skills in the Foundation Stage, and raise standards in writing and mathematics throughout the school.
- Increase the proportion of good teaching so that the more able pupils do as well as they can in every class.
- Strengthen monitoring procedures to check that improvements are embedded across the school and that practice is consistent between classes.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of under-performance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory but standards are below average by the end of Year 6. The school's development plan focuses sharply on continuing to raise standards, and progress is getting better.

When pupils enter Year 1, their development is below the levels expected, and many have significant learning difficulties in language skills. There are good elements to progress in reading, due to the improved work on sounds and letters. Pupils are making satisfactory progress in writing and mathematics, and previously identified underachievement has been largely overcome. Standards are below average at the end of Key Stage 1. These results are affected by a high proportion of pupils with learning difficulties, although these pupils do as well as expected from their starting points.

In Key Stage 2, there are variations in the rate of learning between classes which is directly due to the quality of teaching. Good progress is seen in the Years 5 and 6 classes, where previous gaps in learning are being closed and challenging targets are met. In Years 3 and 4, progress is satisfactory overall, although it is not good enough for the more able. Across the key stage, progress is better in reading and science than in writing. In mathematics, the more able pupils do less well because their problem-solving skills are not developed well enough. A focus on boosting girls' ambitions is helping to raise their self-esteem and they are catching up to the boys.

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

### **Grade: 3**

Pupils' personal development is satisfactory overall and their moral and social development is good. Pupils appreciate the good things that school offers them and, from the majority, there is a positive attitude to working and learning. They enjoy their lessons and relationships are good. Behaviour is satisfactory. Pupils with emotional difficulties are helped to cope with the conventions of school life. Rules are understood and followed; they are effectively underpinned through an established system of rewards and sanctions.

Pupils say they feel safe because adults are constantly on hand, listen to their opinions and deal swiftly with any report of bullying. Pupils collaborate well and have respect for faiths and

beliefs that are different from their own. They know about healthy lifestyles, including the importance of taking regular exercise and choosing nourishing food. They enjoy taking responsibility and helping others, and are proud of the work of the school council. Links and visits to the secondary school prepare pupils well for the next phase of education. Attendance is below average but improving. Staff and outside agencies do all they can to encourage regular attendance and good punctuality.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. There is some good practice, especially in Years 5 and 6, and in reading at Key Stage 1. However, the proportion of good lessons across school is not yet high enough to fully overcome past underachievement for some pupils and thereby improve standards. Teaching assistants successfully support groups of pupils who need extra help with their learning or emotional needs, and offer good support in lessons.

In most classes, teachers plan tasks to challenge pupils of all abilities and help them meet their targets. However, on occasions, the more able pupils are not extended enough. The quality of marking varies considerably between classes; in some, it includes helpful advice for pupils, to which they respond positively. In others it consists mainly of ticks with little indication of what is good or needs further attention. Older pupils' work is usually well presented but some teachers accept work that is untidy or careless.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and includes a good emphasis on personal education. However, there are too few opportunities for pupils to write at length in all subjects. Information and communication technology is promoted satisfactorily across the curriculum and is increasingly used for research. New 'intervention' and 'challenge' groups are generally helping pupils to catch up with their learning and boost attainment. The provision for pupils with learning difficulties and/or disabilities is satisfactory but provision for the more able pupils is not planned well enough.

There is good enrichment for the curriculum through an interesting range of after school activities, particularly sport and music. Learning days based on one theme are now regular features and further interest is provided by visits and visitors. Pupils have regular opportunities to engage with the community, for example, by singing for residents and raising funds for charitable causes.

### **Care, guidance and support**

#### **Grade: 3**

This aspect is satisfactory with strengths in the pastoral care provided for pupils. Pupils' welfare is paramount. Very well supported by outside experts, firm and effective strategies to manage unacceptable behaviour are in place. As a result, the school has a calm and productive working atmosphere. Good links with social, educational and medical agencies support children and their families well. Safeguarding measures meet all requirements, child protection strategies are managed well and pupils are taught how to stay safe.

Satisfactory guidance is provided for pupils' academic progress. Target sheets show pupils what they need to do to improve but some are not written in child-friendly language and so are not as effective as they should be. In some classes, pupils are encouraged to evaluate their own work, for example, using 'marking ladders' and teachers provide useful comments to help them improve. This supports independent learning well but is not consistent practice across school.

## **Leadership and management**

### **Grade: 3**

Leadership and management, including governance, are satisfactory with some strengths. The school provides a caring, nurturing environment. It is a welcoming place where all pupils have equal access to everything on offer. The headteacher, ably supported by the assistant headteacher, provides clear direction for improving achievement and standards. Together they have driven through a range of important developments and, as a result, progress is improving.

New systems for assessing, monitoring and evaluating the performance of the school have been introduced. Pupils' progress is now checked termly so that swift action can be taken where targets are not being met. A programme for monitoring teaching and provision is in place but checks are not frequent enough to ensure that new initiatives are being routinely implemented so that progress is as good as it can be.

The governors are supportive and all statutory requirements are met. They understand the strengths of the school and know where further action is needed. The chairperson plays an active and important part in day-to-day management and other governors help out in school regularly. Governors are keen to strengthen their work by attracting parents to the governing body. Satisfactory improvements have been made and the school is soundly placed to improve further.

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## Annex A

## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

7 December 2007

Dear Pupils

Inspection of Foredyke Primary School, Kingston-upon-Hull, HU9 5SN

Thank you very much for the warm, cheerful welcome and for all the help you gave my colleague and me when we came to visit your school. We had an interesting two days in your company and would like to tell you what we found out.

Foredyke is a friendly school and it provides you with a satisfactory quality of education. You like your lessons and especially enjoy the different activities provided at the end of the day. Your headteacher and her staff work hard to make sure you are happy and safe. I think the trust you have in your teachers encourages you to try hard and is an important reason why you say you like school. Please thank your parents for sending us their replies to the questionnaire and for talking with me at the open afternoon. I noticed how much they enjoyed making models with you and I'm sure they will come again. Most of them are pleased with the school and your learning.

You are making better progress now, especially in your reading and some of your mathematics work. Most of you are reaching the challenging targets that your teachers set for this term. Well done! However, we think you can do even better in writing and in some more advanced parts of mathematics, especially solving problems. Your teachers agree and will be introducing ways to help you and to make sure all improvements are spread evenly across the school. You try hard in class and we think that some of you could have extra challenges to stretch you even further.

Thank you once again for the interesting conversations we had and for letting us know your views so clearly. Good luck for the future, keep smiling and continue to enjoy your happy school.

Yours sincerely

Mrs L Read

Lead inspector