

Stoneferry Primary School

Inspection report

Unique Reference Number	117818
Local Authority	Kingston upon Hull City of
Inspection number	339081
Inspection dates	10–11 March 2010
Reporting inspector	John Foster

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Mr John Wood
Headteacher	Miss Joanne Harrison
Date of previous school inspection	21 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed eight teachers. They held meetings with governors, staff, groups of pupils and parents and carers. They observed the school's work, and looked at the school's development planning, documents relating to safeguarding, minutes of governing body meetings, records of pupils' progress and school policies. Analysis was made of the 68 parental questionnaires returned along with those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by pupils, particularly the most-able, at each stage of their time at the school
- the effectiveness of the provision and leadership within the Early Years Foundation Stage
- the accuracy of the school's evaluation relating to the quality of leadership and management.

Information about the school

The school is smaller than average. Since the last inspection a new headteacher and deputy have been appointed. Most pupils are of White British heritage, with a few from minority ethnic backgrounds. The percentage eligible for a free school meal is above average. The percentage of pupils with special educational needs and/or disabilities is average, while the percentage with a statement of special educational need is above average. The school has gained the Global Schools Award, the Rights Respecting Award, the Healthy Schools Award and the Artsmark Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils are cared for exceptionally well and, because they feel valued, they work hard and make good progress in their work. The recently appointed headteacher has a clear vision to move the school forward and this is shared by the rest of the staff and the governors. An in-depth evaluation of the school's work has been undertaken and clear plans drawn up for its future development. The school has underestimated its effectiveness in a few areas, but the evaluation of its work, including that relating to the effectiveness of leadership and management, is largely accurate. The headteacher's strong leadership, along with the effective senior leadership team and governing body place the school in a good position to maintain improvement. Starting in Early Years Foundation Stage with skills that are below, and in some areas well below, those typically expected for their age, children make good progress throughout the school. By the end of Year 6 they attain average standards, though not enough of the more-able pupils attain the higher Level 5. The current Year 6 pupils are in line to attain higher standards than in past years. Pupils with special educational needs and/or disabilities make similar progress to other groups of pupils. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils are offered limited opportunities through which to develop their awareness of different faiths and cultures. The care and support given to pupils is outstanding. Pupils say that they feel totally safe in school and they recognise that the staff care for them greatly. They told inspectors that all their teachers tried to make their lessons fun and that they enjoy school immensely. As a Year 6 pupil said, 'I know that I must, but I really don't want to leave this school.' The quality of teaching is good overall, though the quality is variable, ranging from satisfactory to outstanding. Teachers plan effectively for pupils' individual learning needs and pupils have clear targets to help them to improve. Where teaching is less secure, the pace of learning is slower and teachers' expectations of what pupils can do are too low. The school has recently introduced a new curriculum framework which has had a positive impact on pupils' attitudes to learning. However, pupils are not yet given enough opportunities to develop their numeracy and literacy skills across all subjects. Pupils' behaviour is good.

The arrangements for safeguarding pupils are exemplary. Everything possible is done to ensure pupils' safety and all in school know their roles and responsibilities in maintaining this area of the school's work. The school enjoys good links with parents and carers who say that they are totally confident in everything the school is doing for their children. Arrangements for promoting community cohesion are satisfactory. While their knowledge of local culture is good, their knowledge of a range of cultures, nationally and globally, is limited.

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What does the school need to do to improve further?

- Raise attainment further, by:
 - ensuring that teaching is consistently good or better through improving the pace of learning
 - giving support to the more-able pupils to enable them to reach higher levels
 - consolidating the new curriculum to give pupils more opportunities to use their writing and numeracy skills in all subjects.
- Develop pupils' understanding of cultures nationally and globally, by:
 - fully implementing the school's plan, ensuring that teachers know what needs to be taught
 - developing the links with schools where there is a wider range of pupils from minority ethnic heritages
 - improving the current, and developing fresh links, with schools in other countries to help pupils understand better the differences between their lives and those of children across the world.

Outcomes for individuals and groups of pupils

2

Pupils make good progress in lessons because they are taught well. They enjoy school and work hard in lessons because of teachers' high expectations of them. The work in their books shows that they make good progress over time. Teachers challenge pupils to achieve well. In a Year 6 mathematics lesson, for example, the more-able pupils were encouraged to tackle investigations that pushed their problem-solving skills to the full.

Pupils' attainment is average by the end of Key Stage 2. At the end of Key Stage 1, pupils' attainment is average and has been improving over recent years, particularly in reading, where the school has concentrated on improving standards. Attainment at Key Stage 2 is average. National data and current evidence indicate that the rate of pupils' progress has improved over recent years. The school has identified writing as an area for development, based on national test results. Pupils have been given extra support and there are signs of improvement in pupils' writing skills.

Pupils know the benefits of living healthy lifestyles and they take an active part in the physical activities provided for them. Attendance is satisfactory. It has improved since the previous inspection and the school does all it can to ensure that pupils attend regularly. Pupils make a positive contribution to the school and wider local community. The school council has a positive effect on what is happening in the school. Their views are listened to and acted upon by the staff. The school has developed good links to the local church and with businesses close to the school. While pupils have a good understanding of moral issues and their social development is good, their spiritual and cultural development is no better than satisfactory.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The high expectations teachers have of their pupils and the good relationships between staff and pupils are reflected in pupils' positive attitudes to learning. They want to work hard to please their teachers and are encouraged to participate fully in their own learning. The teachers' planning is aimed at ensuring that each pupil makes good progress, with work planned for their different abilities. This was evident in an English lesson where pupils were writing poetry. The teachers' skilful questioning ensured that all made similar contributions to the lesson. Teachers assess pupils' work carefully and use the information they gain to plan for future progress. Where teaching is merely satisfactory, teachers' expectations of behaviour are less well established and some time is wasted because pupils are not fully involved in learning for the whole lesson.

An evaluation of the previous curriculum highlighted the effects on pupils' progress and the standards they reached. Based on their findings, the staff decided to introduce a new framework for learning. This has only recently been introduced and it is not yet possible to judge its impact on standards. However, inspection evidence clearly shows that pupils are making good progress in lessons and that they enjoy the new learning opportunities. The school recognises that there is a need to raise attainment in writing, by giving pupils more opportunities to practise their writing skills in different subjects. The school provides a good range of activities beyond the school day which pupils enjoy and participate in fully. Visits and visitors are used well to support pupils' learning.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The high levels of care for pupils are at the heart of all that is done in the school. Pupils display confidence in the staff and say that they know that there is always someone the can talk to if they have a problem. The excellent relationships that exist within the school support pupils well. Arrangements for child protection are firmly established and are exemplary. All staff have undertaken appropriate training and are fully aware of their roles, should they have concerns about any child. Pupils with special educational needs and/or disabilities receive high levels of support so that they make similarly good progress to other groups of pupils. Transition arrangements for transfer to secondary education are well established.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Strongly led by the headteacher, the school is developing at a fast rate. All staff share her vision to improve standards and to maintain the high levels of care. The senior leadership team is a cohesive unit and works well with the headteacher in providing the best education for the pupils. Subject leaders carry out their roles well. They monitor effectively and use the information gained to work with other staff to ensure that pupils maintain good progress. Governance is good. The governors have a clear understanding of the strengths of the school and where improvements need to be made. They work alongside the headteacher and senior managers in monitoring and evaluating the school's performance.

The school enjoys strong support from the parents. Almost all parents and carers are positive in their praise for the school and its leadership. They say that they are made welcome in the school and can readily discuss any problems relating to their children. The school has developed effective partnerships to support its work. This is an all-inclusive school and all pupils are given equal opportunities to participate in the wide range of activities available to them.

The outstanding safeguarding arrangements are based on the school's ethos of care for its pupils. All staff are suitably trained and fully aware of their role. The documentation relating to safeguarding is exemplary and all checks carried out meticulously. Whilst the school has good links with the local community, work to promote community cohesion at national and global levels is at an early stage of development and pupils' awareness of cultures beyond their locality is satisfactory.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage is effective in providing a good start for children's education. Starting in Nursery with skill levels that are below those expected for their age, they make good progress in developing these skills during their time in Early Years Foundation Stage and many are working towards the learning goals expected by the time they start in Year 1. Children's language skills are particularly weak when they start school. Staff concentrate on developing these skills by giving children many opportunities to practise them. For example, the teachers have set up a stage where children can perform to music and dance. They enjoy this activity greatly and talk animatedly about each other's performance. Whilst the range of activities offered is good, it is better for indoor learning than for outdoors.

Children quickly learn about health issues. They know that they need to wash their hands before eating and after they have used the toilet, explaining that it is to get rid of germs. Parents are encouraged to visit the Early Years Foundation Stage and discuss their children's progress. This is done almost daily when they bring or collect their children. Leadership and management are good. All staff work closely in planning and developing work together.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are firmly of the opinion that the school provides well for their children. Of the responses to the questionnaire, very few were negative. The inspection team fully support the parents' and carers' views that the school provides a good education and outstanding care for the children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stoneferry Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 194 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	50	33	49	0	0	0	0
The school keeps my child safe	43	63	25	37	0	0	0	0
The school informs me about my child's progress	37	54	30	44	1	1	0	0
My child is making enough progress at this school	32	47	32	47	3	4	0	0
The teaching is good at this school	37	54	30	44	0	0	0	0
The school helps me to support my child's learning	31	46	34	50	3	4	0	0
The school helps my child to have a healthy lifestyle	37	54	30	44	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	37	36	53	1	1	0	0
The school meets my child's particular needs	34	50	31	46	1	1	0	0
The school deals effectively with unacceptable behaviour	29	43	35	51	0	0	0	0
The school takes account of my suggestions and concerns	30	44	32	47	2	3	0	0
The school is led and managed effectively	34	50	32	47	2	3	0	0
Overall, I am happy with my child's experience at this school	38	56	29	43	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 March 2010

Dear Pupils

Inspection of Stoneferry Primary School, Hull, HU7 0BA

Thank you for the welcome you gave to the inspection team when we came to inspect your school recently. I would like to thank you for helping us with our work and to tell you what we found out about your school.

You are fortunate to go to a good school where the staff and governors care for you so well. Your teachers work hard to give you a good education by teaching you well and you help by trying your best. This helps you to make good progress in your learning. You told us that you always feel safe in school and that if you have a problem there are many adults for you to talk to. We were impressed by your behaviour and the way in which you get on with each other so well. Your headteacher, the staff and governors lead the school well and their main aim is to give you the best education that they can and to make school as enjoyable as possible.

The staff provide many exciting activities for you, including visits you make, and you are keen to take part in them.

In order to make your school even better, we have asked your headteacher, the staff and governors to:

- help you to reach even higher standards in your work
- make you more aware of how people live in other parts of this country and in other countries across the world.

You can help them by continuing to behave as well as you do and by all of you attending school regularly.

Yours sincerely

Mr John Foster

Lead inspector

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