

North Ferriby Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	117985
Local Authority	East Riding of Yorkshire
Inspection number	339119
Inspection dates	15–16 April 2010
Reporting inspector	Clive Petts

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Mrs Allette Garnett
Headteacher	Mr Russell Orr
Date of previous school inspection	12 October 2006
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Introduction

This inspection was carried out by three additional inspectors. Over half of the inspection time was focused on pupils' learning. Inspectors visited 13 lessons and observed all ten class teachers. They held meetings with governors, staff and groups of pupils and analysed 84 questionnaire responses from parents and carers and looked at questionnaires from staff and pupils. The team also looked at development plans, data on pupils' progress, documents relating to the safeguarding of pupils, school policies and procedures; scrutinised pupils' current and past work; and spoke to the School Improvement Partner to discuss her reports.

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

- the current achievement, patterns of progress and attainment for all groups of pupils including those with special educational needs and/or disabilities and those who are older, more-able and talented
- the effectiveness of leadership and management in taking positive action and building the capacity to secure and sustain improvements in the consistency and quality of learning to establish a pattern of high achievement.

Information about the school

This is a primary school of average size serving a residential area on the outskirts of Hull. Nearly all the pupils are from a White British heritage with very few who speak English as an additional language. The proportion of pupils entitled to free school meals is low. A much lower than average number of pupils have special educational needs and/or disabilities, although the proportion does vary significantly from group to group. The Early Years Foundation Stage consists of a main group of purely Reception children plus a smaller group of Reception children who are taught in a mixed-age class with Year 1. The Kids Club Cabin, before- and after-school provision, operates on the school site. The headteacher and acting deputy headteacher have been in post since September 2009.

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

North Ferriby is a satisfactory and steadily improving school. The recently appointed headteacher has nurtured a renewed sense of drive and energy which is firmly focused on raising achievement. Strengths and areas for improvement have been accurately identified and positive steps are being taken to get the best out of pupils but the full impact of these actions has yet to be seen. Parents and carers are positive in their support and particularly appreciate the high level of enjoyment their children get from school life and the fact that their children are kept safe.

Children enter the Early Years Foundation Stage with skills and knowledge at levels above those expected for their age. An inconsistent pattern of challenge and pace in teaching results in progress being satisfactory overall as pupils move from Year 1 to Year 6. Attainment by the end of Year 6 is typically above average, although it can vary from cohort to cohort. Although good progress is made by pupils with special educational needs and/or disabilities as a result of effective classroom support, too many of the more able pupils do not reach the higher standards of which they are capable. Some teaching is of a good quality but in some Key Stage 1 lessons the level of challenge is uneven and teachers' expectations of what pupils can achieve when applying their skills is not high enough. Although the use of assessment information is improving, it is not used consistently enough to check for any slips in progress, to inform lesson planning fully or to extend pupils' thinking and boost enjoyment. Regular positive marking encourages pupils to improve but does not always consistently identify the next steps to reach higher standards.

Pupils' personal development is good because staff provide much help and personal support. Good and sometimes excellent relationships are a regular feature in a caring family atmosphere. Above average attendance reflects pupils' enthusiasm for school life. There are good opportunities for pupils to make valuable contributions to the school and local community, for example through being part of an active school council. Pupils understand the benefits of eating healthily and keeping active. The school community is relaxed and harmonious but pupils' experiences of the diverse beliefs and cultures that are found nationally and globally is limited.

Driving up the standards of teaching and assessment has been a central priority. Good use of partnerships has added to this drive. The dedicated staff has responded well to the changes that are needed to bring about further improvement. Governors are committed, supportive and determined to tackle underperformance. Senior leaders have a realistic view of the school's strengths and areas for further development. This, coupled with the positive impact of actions taken, demonstrates a satisfactory and strengthening capacity to secure and sustain improvements.

What does the school need to do to improve further?

- Raise pupils' achievement and accelerate the rate of progress by:
 - raising the expectations of staff of what pupils can achieve, particularly the more-able
 - making certain all tasks and activities challenge pupils' thinking
 - providing more opportunities for pupils to apply their skills to solve problems.
- Improve the quality of teaching and learning, especially in Key Stage 1, by:
 - making sure there is a firm focus on achievement, especially for the more-able and talented pupils
 - ensuring that assessment information consistently informs lesson planning
 - making clear what pupils need to do to improve.
- Extend the breadth of experiences to improve pupils' understanding of the diversity of beliefs and cultures nationally and globally.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Overall, pupils' achievement and enjoyment is satisfactory although variable across ages and groups. After a good start in Reception progress slows significantly in some lessons in Key Stage 1 as a result of the variable quality of teaching. Progress picks up in Key Stage 2 although it can be variable, for example it is much more rapid in Years 5 and 6. By the end of Year 6 attainment is above average. Good progress is made by pupils with special educational needs and/or disabilities because they receive well-targeted and constructive individual support. However, the progress of the middle and higher ability pupils is satisfactory. This is because teaching does not always challenge pupils' thinking enough and ensure that they apply their skills effectively to problem-solving situations, for example in mathematics. This is despite pupils' keenness to learn. Positive action to raise achievement and accelerate progress is meeting with success, for example in Years 5 and 6 first-hand learning provokes pupils to think for themselves. Work seen in books and current school information confirms that more pupils are on course to achieve higher levels in national tests.

Good spiritual, moral, social and cultural development provides a firm basis for pupils' good personal development. Pupils say that they feel safe in school and are taught how to be safety conscious. They especially enjoy the lessons when they can express and exchange views and find out information for themselves. Older pupils appreciate opportunities to judge the quality of their work. Pupils have good basic skills and are able to work together responsibly and sensibly, which provides them with a good grounding for future life.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of teaching in lessons engages pupils well and provides them with thought-provoking challenges. In lessons where learning is more active and demanding, tasks are more closely matched to interests, needs and talents. This ensures a more even pattern of good progress. These qualities were not as evident in a minority of lessons, especially in Key Stage 1 where teaching was no better than satisfactory and occasionally inadequate. Teachers mark work regularly but clear and helpful pointers for improvement were not always given. Activities for pupils with special educational needs and/or disabilities are thoughtfully structured to suit individuals' learning needs.

The curriculum is suitably focused on the acquisition of skills. Good provision is made for creative subjects. More imaginative approaches linking subjects together through themes have stimulated pupils' interests, for example the study of African culture leading to the design of masks broadens experience. Visits to places of interest, including a residential visit to Bamburgh for older pupils, visitors to the school and after-school clubs all enrich the curriculum and add to pupils' enjoyment. The school recognises that the curriculum requires fine-tuning to provide a better match to pupils'

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

abilities, needs and interests.

Pastoral care is good with good partnerships with other schools and outside agencies which help to support pupils' individual needs and ensure a smooth transition between nurseries and schools. Parents and carers appreciate the time staff spend helping their children, although they are keen to get more involved in their children's learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The effective leadership of the headteacher has galvanised the determination of senior leaders to tackle issues that hinder the pace of improvement, for example the larger size of some classes. They correctly recognise the importance of ensuring that teaching inspires, excites and is consistently at least good in all lessons. Positive action has been taken to share good practice, particularly in Key Stage 1. There are effective systems in place to check pupils' progress carefully so that additional help or tougher challenges can be pinpointed in order to accelerate progress and boost achievement. However, practice is not yet fully embedded in all lessons. Governors are supportive and recognise the benefits of being fully involved in determining the schools' strategic direction and evaluating the outcomes for pupils. Skills in subject leadership are being fostered with appropriate support and training. Safeguarding procedures and duties meet requirements. Staff are suitably trained, with clear policies and procedures in place to ensure that pupils are safe. The school communicates satisfactorily with parents and carers, although it recognises it has not yet been as successful as it could to involve them in their children's learning and development. The happy, relaxed and calm school atmosphere illustrates the school's hard work promoting inclusion but senior leaders accept that some pupils could achieve more. Community cohesion is promoted satisfactorily but links with a range of different communities nationally and globally are underdeveloped.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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

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

Early Years Foundation Stage

Children enter Reception with skills at levels above those expected for their age. Despite large numbers they settle quickly and thrive in well-organised, stimulating learning environments. They enjoy very good relationships with adults and other children. This helps boost confidence as they play and learn happily together and develop independence. The strong emphasis on active learning adds impetus to their early progress, for example developing their emergent writing. Free-flow to outside learning areas is well organised but the scope for children to explore and use their skills is limited. Thoughtful support from staff and skilled questioning from adults provokes curiosity and extends thinking. Children listen well and respond positively to the support and guidance provided by adults. They make good progress and by the time they enter Year 1 nearly all children achieve the goals expected of them for their age. A strong focus on care and welfare fosters good hygiene and safety habits. Regular assessments help identify what children know and can do and these enhance the quality of children's 'learning journeys'. Very good relationships with parents and carers help them to contribute to their children's achievements, although there is scope to include them even more. Good leadership and management have helped create a clear vision, ambition and drive for continuous improvement.

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

Over one third of parents and carers returned the questionnaire outlining their views of the school. The overall response was positive with nearly all parents and carers expressing high praise for the enjoyment provided by the school and saying that it keeps their children safe. A small minority of parents and carers expressed concerns that some classes were too large and the quality of teaching was too variable. The inspectors did find large classes sometimes presented difficulties maintaining consistent progress for all pupils and the quality of teaching was too variable in Key Stage 1. However, inspectors found that senior leaders were aware of these issues and were taking appropriate action to resolve them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Ferriby Church of England Voluntary Controlled 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	57	45	41	3	3	0	0
The school keeps my child safe	58	52	45	41	7	6	0	0
The school informs me about my child's progress	38	34	66	59	7	6	0	0
My child is making enough progress at this school	35	32	57	51	13	12	3	3
The teaching is good at this school	41	37	56	50	9	8	2	2
The school helps me to support my child's learning	27	24	68	61	15	14	1	1
The school helps my child to have a healthy lifestyle	42	38	60	54	5	5	2	2
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)	36	32	56	50	10	9	0	0
The school meets my child's particular needs	38	34	58	52	7	6	3	3
The school deals effectively with unacceptable behaviour	16	14	67	60	15	14	4	4
The school takes account of my suggestions and concerns	18	16	78	70	6	5	0	0
The school is led and managed effectively	31	28	68	61	3	3	1	1
Overall, I am happy with my child's experience at this school	45	41	55	50	8	7	1	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



19 April 2010

Dear Pupils

Inspection of North Ferriby Church of England Voluntary Controlled Primary School,
North Ferriby, HU14 3BZ

I want to thank you all for the extremely friendly welcome that you gave me and my colleagues when we visited your school. We thoroughly enjoyed our time with you. We would like to tell you about some of the good things about your school.

- The school staff look after you and care for you well. Your behaviour and enjoyment of school life are good and this is shown in your good attendance.
- You know how to stay safe and healthy.
- Pupils with special educational needs and/or disabilities make good progress because classroom support is effective and help and support agencies are used well.

Your new headteacher has settled quickly and has taken positive action to improve your learning. Your school provides a satisfactory education. When you leave school, although the standards you reach are above average, a number of you do not reach the higher levels that you should. Not all lessons progress at the same rate. We think it is important for you to be given tasks that make learning livelier, are even more demanding, give you experience of the diversity that exists in the world and that you are given clear advice as to how you can improve. We have asked your headteacher, staff and governors to do these things:

- provide you with more lively learning tasks which are inspiring and demanding
- ensure that staff have high expectations for your work and use your progress information to plan even more exciting activities for you and push you more
- make it clearer in your exercise books what you need to do to improve.

You can play your part by continuing to work as hard as you can. Thank you for helping with this inspection. I hope the school will continue to improve.

We wish you the best of luck for your future.

Yours sincerely

Clive Petts

Lead inspector

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