

# Stoneferry Primary School

Stoneferry Road, Hull, HU7 0BA,

**Inspection dates** 16–17 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a good school.

- The executive headteacher has very successfully continued the rapid improvement of the school started by the headteacher. They are very well supported by a highly effective deputy headteacher. As a result, standards have risen swiftly.
- The vast majority of pupils now make good progress and achieve well.
- The overall quality of teaching is good. Teachers' subject knowledge is good and their questioning skills have a good impact on achievement. Teaching assistants make a good contribution to learning.
- Pupils enjoy what is planned for them to do and have good attitudes to learning. This makes a good contribution to achievement. They are well behaved at all times.
- Support given to less experienced teachers has a good impact on the developing quality of their teaching. All staff are given clear information about how to improve their teaching and teachers reflect on how to improve it.
- The governing body makes a good contribution to leadership. Governors ensure that they are closely involved in the monitoring of the school development plan through the first-hand knowledge they gather for themselves. They hold leaders stringently to account for the progress of the school towards the targets set.

### It is not yet an outstanding school because

- Children in the early years do not make good progress from their starting points.
- Middle leadership is not fully effective.
- The most able pupils are not always fully challenged especially in reading.
- Pupils are not always given sufficient time to improve their work as a result of teachers' marking.

## Information about this inspection

- The inspectors observed several lessons, some of which were joint observations with the headteacher or executive headteacher.
- The inspectors looked at pupils' books, children's learning journals and individual learning plans.
- Meetings were held with key staff, the Chair and two other members of the Governing Body, and a representative of the local authority. They held discussions with support staff.
- The inspectors took into account 19 questionnaires from staff and 26 responses to the online parent questionnaire (Parent View).
- The inspectors looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

## Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Carol Smith

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Children attend the Nursery on a part-time basis and Reception full time.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, is above average. The pupil premium is additional funding that schools receive for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics.
- At the time of the inspection the headteacher was on leave. However, she was present throughout the inspection and took full part in the process.
- Fifty per cent of the teachers have changed since the last inspection.
- Between November 2014 and July 2015 a headteacher from a neighbouring primary school has been acting as executive headteacher for two and a half days each week. The deputy headteacher has been acting as headteacher for the other half of the week.

### What does the school need to do to improve further?

- Improve the overall quality of teaching to outstanding, especially for the most able pupils and especially in reading, in order to raise achievement even further by always ensuring that:
  - pupils are given sufficient time to respond to teachers' marking
  - the most able pupils have the scope to be challenged in what they are asked to do, especially in reading.
- Improve leadership and management by:
  - developing the role of middle leaders so that they can contribute effectively to school improvement.
- Urgently improve the effectiveness of the early years by ensuring that:
  - better use is made of available space
  - areas of learning are engaging and always have a clear learning purpose which is well understood by staff
  - assessment is always used effectively to plan actions to improve outcomes
  - children are given the opportunity to think for themselves.

## Inspection judgements

### The leadership and management are good

- The executive headteacher has successfully continued the rapid improvement of the school started by the headteacher since the last inspection. They are very well supported by a highly effective deputy headteacher. As a result, standards have risen swiftly.
- A good team of staff has been established who are driving the school forward well. They have placed effective emphasis on raising achievement. They have developed a culture in which good teaching and behaviour are promoted.
- The leadership of teaching and the performance of staff are effective. Procedures to check the quality of teaching and develop the skills of less experienced teachers are effective. They lead to focused plans for improvement. They enable senior leaders to provide strong support for teachers to improve their practice. There is a good link between teachers' performance and their progression along the pay scales.
- The school has an accurate view of its own performance. Improvement plans are very effective because they are regularly reviewed in detail and based on a thorough knowledge of the school's strengths and areas to develop. This means that senior leaders know that the early years needs improvement and steps have begun to improve provision. Middle leaders do not always make an effective contribution to school improvement. This is because their role has not been developed fully.
- The school's system for tracking how well pupils are doing is clear and based on sound assessment. Data collection is very well organised and shows the progress of individuals and groups.
- Leaders ensure that funding, such as the pupil premium, is used to good effect by providing additional experiences as well as targeted support in English and mathematics for eligible pupils.
- The primary school sports funding is used effectively for pupils to experience sport in different locations such as the local sports centre, as well as to develop the expertise of the staff in, for example, short tennis. Many more pupils now participate in sport as a result of the wider range of activities for pupils to choose from, as well as increased opportunities to take part in tournaments and competitions. It is clear that the funding is making a positive difference.
- Pupils' spiritual, moral, social and cultural development is good because pupils enjoy warm relationships with staff who are always ready to listen to concerns. Pupils all participate in high-quality, two-part singing in assembly. The understanding of British values such as democracy is promoted well through pupils having the opportunity to listen to the manifestos provided by those pupils who put themselves forward as school councillors. Opportunities such as these help to prepare pupils well for life in modern Britain.
- The school's range of subjects and other activities meet the needs of pupils well. The curriculum is well organised and gives priority to pupils' interests and the links between subjects, as well as accelerating their progress.
- Partnerships are increasingly well developed by the emotional well-being officer. For example, those with agencies to improve attendance are having a good impact. The work she undertakes with families is much appreciated and is having a good impact on fostering good relations and the understanding of extremism as well as ensuring equality of opportunity. Leaders evaluate attendance data and behaviour logs carefully as a basis for this work.
- Arrangements for safeguarding meet statutory requirements. Procedures are well understood by all staff and are as such effective.
- The local authority provides good support.
- A small minority of parents who responded on Parent View would not recommend the school to another parent. However, parents spoken to at the school gate and a recent school survey of parents' view were very positive.
- **The governance of the school:**
  - The governing body makes a good contribution to the leadership of the school. Members work hard and involve themselves in the detail of monitoring progress towards the objectives set out in the school improvement plan. They know that this work is of vital importance if the school is to be a good school. Members receive full and detailed reports from the headteacher and are guided effectively by the local authority. They have a good understanding of data about how the school is performing.
  - Governors manage the budget effectively and make sure that all safeguarding procedures are rigorous and fully meet requirements. They are clear about how the pupil premium is spent and can identify the positive effect this is having on eligible pupils.
  - Governors are fully included in information about how well teachers are performing and they use this information to evaluate the quality of teaching and performance, and to ensure that there is a strong

link between this and increases in salary.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good.
- Pupils enjoy one another's company and are polite, and the atmosphere in school is positive. Pupils responded readily to questions posed by inspectors about their work.
- Pupils are proud of their school and take their work as school councillors seriously. They consider issues presented to them in a mature fashion. For example, all pupils have the opportunity to think deeply when they consider the topic 'Prison me? No-way' which was delivered by a visiting speaker.
- The basis of behaviour management in the school is the reward system based on the clear expectations set for pupils. Pupils have positive attitudes to learning and are keen to maintain their star at the best 'gold' colour so that they retain the most golden minutes for use later in the day. Pupils are aware that there are of different types of bullying and understand cyber-bullying particularly well.
- Records show that incidents of inappropriate behaviour are few. Pupils are tolerant of others' view and beliefs and staff and the governing body work effectively to promote this. Pupils rightly say that any incidents are dealt with quickly and effectively.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils are well aware of stranger danger including on the internet. They understand how to keep themselves and others safe at all times when, for example, crossing the very busy roads and industrial entrances outside the school.
- Safeguarding practice is well understood by all staff because they are well trained. Any concerns are promptly notified to the appropriate agencies. Staff have a very good understanding of the individual needs of each pupil.
- Leaders give priority to ensuring that full checks on the safety of premises are regularly undertaken and any issues are promptly acted upon.
- Attendance is broadly average and improving.

## **The quality of teaching** is good

- Teaching is good. Currently, the quality of teaching is continuing to improve as a result of clear guidance and the very effective coaching given to less experienced members of staff by senior leaders. Consequently, teachers reflect continually on the impact of their teaching on pupils' achievement.
- Teaching has enabled most pupils to make accelerated progress over the last two years and particularly in mathematics. This is especially so in Year 6 where learning is often outstanding. Pupils are highly engaged and not a minute is wasted for pupils to deepen their learning. As a result, attainment is rising rapidly.
- Staff are usually very competent in teaching reading and writing. As a result, pupils make good and improving progress in acquiring and using skills in these aspects. Occasionally, the most able pupils do not develop their reading skills to the highest level because the questioning used by teachers is not quite as effective at this level.
- Teachers and all staff have good relationships with their pupils, and this results in a positive ethos for learning.
- The teaching of reading is good because guided reading is well organised, and the teaching of phonics (letters and the sounds that they make) in Key Stage 1 is effective. Younger pupils can read new words well. The skills of teaching assistants are good, especially in teaching reading. The work of the teaching assistants is targeted well to support individuals and small groups of pupils to ensure that they make good progress.
- Teachers spend a considerable amount of time ensuring that pupils' books are marked in detail. However, the impact of this on achievement is not as effective when pupils are not given sufficient time to act on the good advice given.
- Occasionally, the most able pupils are not challenged well enough because work is too repetitive and they do not have the opportunity to study topics in depth.

**The achievement of pupils is good**

- Almost all children enter the school with knowledge and skills in all areas of learning below those which would be found typically. Only a minority of children make better than expected progress in the Nursery and as a result, children enter the Reception class with knowledge and skills still below typical overall. Data in 2014 show that the percentage of children at age-related expectations was below that found nationally at the end of the Reception Year. However, the school is on course to attain the national average at the end of the current school year.
- The vast majority of pupils make good progress from Years 1 to 6 and now leave the school with standards ranging from broadly average to significantly above the national average. Over the last two years, most pupils have made accelerated progress from their starting points in all subjects.
- National data for the end of Key Stage 1 show above average standards in reading, writing and mathematics. As a result of the priority placed on it, writing has moved from below national standards to above in 2014.
- Data for the end of Key Stage 2 show a rising trend since the last inspection in all subjects and attainment is significantly above national standards in mathematics. Pupils are above the national average in writing and broadly average in reading.
- Pupils generally make good progress in reading because the teaching of reading is well organised and all staff are well trained in teaching in phonics especially in Key Stage 1. The percentage of pupils meeting the expected standard in the screening test in Year 1 is well above that expected nationally.
- The progress of the most able pupils is now good in mathematics and writing across Key Stage 2. Occasionally, however, these pupils make slower progress in reading when they are not challenged sufficiently or are not given enough opportunities to think hard.
- Pupils who are disabled or who have special educational needs also make the same good progress overall because their needs are assessed well and carefully met.
- In 2014, end-of-Year 6 results in national tests showed that disadvantaged pupils were behind other pupils in school by the equivalent of approximately three terms in mathematics and approximately two terms in writing. There was no gap in reading. This represents a catching up of two terms in reading. The gap between disadvantaged pupils at the school and disadvantaged pupils nationally was less than a term in reading and writing and just over a term in mathematics. Their progress is generally good.
- The majority of parents who responded on Parent View and to the recent school survey agree that pupils now make good progress.

**The early years provision requires improvement**

- Children start in the Nursery with skills and knowledge below that which is typical for their age. Throughout both the Nursery and Reception Years children do not make the progress which would be expected of them and a below average proportion of children have developed the skills expected of them. This does not represent good progress from their starting points and not enough children are fully ready to start in Year 1.
- Teaching requires improvement. Although there have been some recent improvements, areas both indoors and outdoors are not used to best effect to create bold and imaginative play areas that always capture the children's imagination.
- The accommodation has some limitations but the space available is not always used well to provide high-quality, adult-led group work. For example, when children learn phonics all at the same time in a small space, the children cannot hear the sounds clearly nor can they concentrate well enough to make good progress.
- Although staff in the early years are very patient and kind, the quality of their interventions during child-chosen activities to promote children's learning is inconsistent. The emphasis on adult supervision does not allow children to think for themselves, and develop the self-control and resilience necessary for a successful transition to Key Stage 1.
- Leadership and management of the early years require improvement. Improvements made to the early years since the last inspection have not been fast enough. The Nursery teacher appointed at Easter has made some rapid improvements in organisation and expectations in a very short time.
- More focused use has been made of assessment this year, particularly in writing in the Reception class. This means that a higher percentage of children are set to reach age-related expectations than in previous years. However, assessment is still not used well enough to plan further improvements.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	117818
<b>Local authority</b>	City of Kingston upon Hull
<b>Inspection number</b>	462256

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

<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 of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Wood
<b>Headteacher</b>	Paul Browning (Executive Headteacher), Joanne Harrison (Headteacher)
<b>Date of previous school inspection</b>	25 June 2013
<b>Telephone number</b>	01482 838968
<b>Fax number</b>	01482 820369
<b>Email address</b>	admin@stoneferry.hull.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

