

Inspection of Stoneferry Primary School

Stoneferry Road, Hull HU7 0BA

Inspection dates: 18 to 19 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Stoneferry Primary School is a caring community where pupils do well. Pupils enjoy learning and are keen to take part in lessons. Teachers have high expectations of them in lessons and at playtimes. Parents appreciate the many ways in which adults in the school help their children. Teachers take time to explain to parents how they can support their children to learn. A number of parents spoke about the open and friendly welcome they receive.

Pupils behave well. They are respectful to adults and to each other. At playtime, pupils enjoy a range of equipment, including hula hoops and space hoppers. This supports their physical development and provides an active breaktime. Pupils take care of the equipment and follow the playground rules.

The 'Stoneferry Toolkit' reminds pupils to be kind, tolerant and respectful. Pupils can explain what bullying is. Bullying happens rarely in this school. If it does happen adults resolve it. Pupils are taught how to stay safe online and offline. They have learned how to cross the road safely. They also understand online safety rules. Pupils feel safe in school and in their local community.

There are a variety of after-school clubs, which pupils are eager to attend. In science club, pupils have made thermometers and periscopes. Pupils enjoy trips that are linked to the curriculum. A visit to Yorkshire Sculpture Park provided pupils with the opportunity to study sculpture designs, which they then sketched in their art books. Pupils keep fit with weekly running sessions. They understand the importance of eating healthily. Pupils know about a variety of healthy foods they could choose for a packed lunch.

What does the school do well and what does it need to do better?

Leaders have developed a well-planned and well-sequenced curriculum in all subjects. In most lessons, teachers follow a carefully planned curriculum. In lessons, they teach subject-specific vocabulary to support pupils' knowledge and language development. Pupils discuss what they are learning with their peers. Where this is working well, pupils were able to explain what they were learning. For example, in science, pupils could talk about which teeth would be best used to eat certain types of foods. In other subjects, these links were less clear. Some teachers do not present key knowledge in a carefully considered order or accurately check what pupils have learned in these lessons. This impacts on what pupils are able to remember.

Learning to read starts straight away. Teachers develop children's phonics knowledge quickly. Children who are not keeping up are given extra lessons to make sure no one falls behind. Adults teach phonics accurately and confidently in the same way. The books pupils read match well with the sounds they are learning. Pupils then

learn to write using the same words that they are familiar with. They learn to read quickly.

In mathematics, teachers carefully build on what pupils already know and can do. In lessons, pupils use the correct mathematical vocabulary. They efficiently practise how to divide three-digit numbers. They then effectively solve problems using division. Teachers regularly check what pupils are learning. Pupils enjoy mathematics' lessons and can talk about what they know.

In the early years, the intended curriculum has been well planned and sequenced. Leaders have created indoor and outdoor areas to effectively develop independent learners. Teachers identify the vocabulary they want children to know. Children are supported and encouraged to use this vocabulary in their independent play. They learn nursery rhymes and stories to help develop their language. A group of children performed 'the farmers in his den' while playing percussion instruments. They demonstrated stamina and deep concentration. All adults know what children need to learn and are clear about what success looks like.

There is a carefully considered personal, social, health and education (PSHE) curriculum in place to support pupils' well-being. It teaches pupils about the specific risks and the diversity they may encounter in their local community. Pupils know about democracy. They have regular voting opportunities in school, such as in the school council. They learn about different faiths. Pupils are very tolerant and accepting of difference. They understand how to keep a healthy mind. Leaders organised school visits from local businesses. This helped pupils to think about what jobs people in their community do.

Leaders have carefully considered the resources needed to support pupils with special educational needs and/or disabilities (SEND). These pupils access the same curriculum as their peers. They also access precise Targeted Provision. Teachers are highly perceptive to pupils' needs. Adults have received detailed training. They understand their role in supporting all pupils to meet key milestones in their learning.

Leaders and governors work closely with the community to improve the attendance of all pupils. They provide targeted help for the whole family. They promote the importance of attending schools with parents. Trustees support and challenge the leadership team well and continuous improvements are being made. Governors have worked alongside school leaders to drive rapid and sustainable improvement. Trustees perform the required statutory duties effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders of safeguarding have trained staff to identify pupils who may be at risk. All adults know how to report any concerns they may have. Leaders work with local partners to make sure families get the help they need. There is a comprehensive

and regular training programme in place. Leaders have undertaken safer recruitment training. They ensure that all adults who work and visit the school have undergone the correct checks needed.

Leaders and teachers know the contextual pressures within their local community. They have developed a curriculum which supports pupils to learn about the risks they may face and how they can manage these.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects within the wider curriculum, learning is not delivered in a carefully considered order that supports pupils to build their knowledge and skills. This means some pupils do not retain key knowledge and are not well prepared for the next stage in their education. Subject leaders need to make sure all teachers understand the importance of following their carefully planned curriculum. This will support pupils in reaching ambitious end points in every subject.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145612
Local authority	Kingston upon Hull City Council
Inspection number	10240607
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	Board of trustees
Chair of trust	Neil Porteous
Headteacher	Jane Havercroft
Website	www.stoneferryprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Stoneferry Primary School joined The Constellation Trust on 1 June 2018.
- This school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders and other staff. An inspector met with the governing body.
- Inspectors looked in detail at four subjects – reading, mathematics, science and geography. They talked to leaders and teachers about their curriculum plans. They also talked to pupils to discuss what they know and remember in each subject. Inspectors reviewed pupils' work and visited lessons.

- Inspectors met with leaders with overall responsibility for safeguarding and looked at school records. They also scrutinised the single central record.
- Inspectors considered responses to Ofsted’s staff questionnaire and responses to Ofsted’s Parent View questionnaire, including free-text responses.
- Inspectors talked to pupils to gather their views on school life. They also talked to parents.

Inspection team

Lesley Allwood, lead inspector

Ofsted Inspector

Angela Harper

Ofsted Inspector

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