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18 March 2011

Mrs M Bonham
Headteacher
Sigglesthorne Church of England Voluntary Controlled Primary School
Main Street
Sigglesthorne
Hull
HU11 5QA

Dear Mrs Bonham,

Special measures: monitoring inspection of Sigglesthorne Church of England Voluntary Controlled Primary School

Following my visit to your school on 16 and 17 March 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in April 2010. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good

Progress since previous monitoring inspection – good

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for East Riding of Yorkshire.

Yours sincerely

Mr Mark Williams
Her Majesty's Inspector

January 2011



Annex

The areas for improvement identified during the inspection which took place in April 2010

- Raise attainment and accelerate pupils' progress, particularly in writing, mathematics and science, for all ability groups by:
 - ensuring that the headteacher and teaching staff carefully track pupils' progress and set challenging targets
 - ensuring that teachers make good use of information from assessment to increase significantly the challenge in the work provided
 - providing a good curriculum that accelerates pupils' learning.

- Improve teaching so it is consistently good or better by:
 - systematically and regularly observing teaching
 - setting and monitoring targets for improvement
 - providing effective and individualised professional support to help teachers to improve further.

- Rapidly build good capacity to improve by:
 - identifying more accurately where the school needs to improve and planning how the impact will be monitored
 - increasing the rigour and pace with which developments take place so that agreed changes are implemented by all staff within a swift and measurable time frame
 - ensuring that the governing body fulfils its role effectively so that it holds the school rigorously to account for its overall effectiveness.

Special measures: monitoring of Sigglesthorne Church of England Voluntary Controlled Primary School

Report from the second monitoring inspection from 16 to 17 March 2011

Evidence

The inspector observed the school's work, scrutinised documents and information regarding the progress of pupils and met with the headteacher and members of staff. In addition, meetings were held with three members of the governing body, four parents, eight pupils, the local authority advisor and the executive headteacher designate. Six lessons were observed during the course of this inspection with each permanent teacher seen twice.

Context

There have been a number of significant changes since the previous monitoring inspection. First, following staff illness, the number of classes was reduced from four to three from January 2011. Second, the current headteacher is to retire at the end of the summer term. To ensure continuity of leadership, the current consultant headteacher will take up the position of executive headteacher from September 2011. She will work with the current acting assistant headteacher who, also from September 2011, will become acting headteacher. Third, a new Chair of the Governing Body has been elected. At the time of this monitoring inspection he had been in post just over a week.

Pupils' achievement and the extent to which they enjoy their learning

Pupils continue to make better progress than at the time of the April 2010 inspection. The school's own assessment records, which have been agreed as accurate, indicate that fewer pupils are making less-than-expected progress since September. The best progress continues to be made by pupils in Year 6. This better progress is the result of teaching that more readily meets the needs of individuals and groups of pupils, and engages and challenges them well in their learning. Standards in pupils' writing are improving. This is because there are more and better opportunities for pupils to use their writing across different subjects and record their learning and ideas in their own words. In addition, owing to a more-practical approach in mathematics, pupils are better at using the knowledge they have gained in problem-solving situations. Likewise, pupils are now better placed to develop their scientific knowledge and understanding through carrying out meaningful investigations.

Despite these good improvements, pupils' progress is not consistent across the school or within year groups within the same class. The school's improving arrangements for assessment identify clearly which pupils and groups make less progress than expected but do not provide sharp analysis about why. For example, statements may say an individual pupil performing less well has special educational needs and/or disabilities but give no

indication why the needs have been a barrier to progress. Nevertheless, pupils spoken with are clearer about their targets and how to achieve them. The overall targets set for pupils, including those in Year 6, are challenging.

Progress since the last monitoring inspection on the area for improvement:

- Raise attainment and accelerate pupils' progress, particularly in writing, mathematics and science, for all ability groups – good

Other relevant pupil outcomes

Generally positive behaviour was observed during this monitoring inspection. However, it was not as good when pupils were less-well engaged in their lessons. Pupils report they enjoy school and appreciate the changes to the curriculum. Parents spoken with confirm the renewed interest that pupils have in their learning. The school council plays an active role in the life of the school, for example, by leading assemblies focused on positive behaviour at lunchtimes.

The effectiveness of provision

The quality of teaching continues to improve with, in this monitoring inspection, half of the lessons observed judged to be good. The increased emphasis on allowing pupils to investigate, noted in the last monitoring inspection, continues. In the best lessons pupils enjoy their learning and solve problems and develop their own ideas increasingly well. Examples of this included pupils doubling two digit numbers, using similes and metaphors to write poems based on Wordsworth's *'I wandered lonely as a cloud'*, and setting up fair tests in science based on questions they had raised. An increasingly key feature of improving teaching, and particularly noticeable in the class with the oldest pupils in the school, is the way questions and prompts are used to draw responses from pupils. Where these strategies are used most effectively, further questions and prompts expand pupils' original responses so they can work out the solutions for themselves. This in turn generates good quality discussion between pupils, for example, they can articulate the functions of the sepal on a plant or, in writing poetry, investigate through clapping the rhythm they might best use. Pupils report how much they appreciate this engagement in their learning. These good improvements, however, are not consistent features throughout the school. What is more consistent, though, is the way teachers are marking pupils' work. The pink for 'tickled pink' and green for 'room for growth' highlighting, is providing pupils with increasingly clear indications of their strengths and how they can improve.

Also improving is the quality of the curriculum. No longer, pupils report, are they bored with worksheets and colouring in. They talked with enthusiasm about, for example, their winter topic in which they investigated ice cubes melting and researched into the hard winters of 1947 and 1963. Further signs of the increasing engagement this developing curriculum is creating include pupils' appreciation of visitors to the school, a local astronomer for example, and the meaningful links established between subjects so that while pupils of all ages may

be drawing and painting good quality pictures of flowers, another group is dissecting daffodils to identify their various parts.

Progress since the last monitoring inspection on the area for improvement:

- Improve teaching so it is consistently good or better – good

The effectiveness of leadership and management

While overall good progress has been made, the school is still reliant on external support. Nonetheless, internal capacity is growing. The acting assistant headteacher is a model of good teaching and the governing body has agreed a sustainable financial plan that clarifies the arrangements for school leadership from September 2011.

The governing body is increasingly more confident and robust in holding the school to account for its performance. However, the quality of information it receives to carry out its duties effectively varies. Local authority reports, for example, increasingly help the governing body ask the right questions to secure improvement. The quality of information it receives from the school is improving but is not as sharp. Observations of lessons carried out by the school do not focus consistently on pupils' learning or routinely contain examples to justify the judgements the school has made. This has meant, while the school improvement plan is clear and is a useful tool, some evaluations have been over generous.

Helpful meetings took place between the headteacher and the previous consultant headteacher in the summer and spring terms of 2010. The action points from these meetings, however, had not been routinely shared with the governing body. Further helpful meetings have taken place this term between the executive headteacher designate, the acting assistant headteacher and the headteacher in which plans for the future, including the transition of leadership, have been discussed. These plans need to be formalised to support the acting assistant headteacher in her new role.

Confidence in the school is growing. Pupil numbers, which fell sharply following the April 2010 inspection, have stabilised. Staff are galvanising their efforts increasingly well to enhance outcomes for pupils. Parents and pupils spoken with were positive about the improvements made.

Progress since the last monitoring inspection on the area for improvement:

- Rapidly build good capacity to improve – satisfactory

External support

The support provided by the local authority has been good. The work of officers and consultant headteachers has helped the school to make improvements in assessment, teaching and pupil progress. The review group is holding the school to account well and providing good levels of challenge. This support and challenge remains crucial to the school given the changes that will take place in leadership over the next two terms.

Priorities for further improvement

- Create a plan of action to support the executive headteacher designate and the acting assistant headteacher so that they can begin their new roles in September 2011 equipped to bring about the necessary school improvements.
- Ensure the school's monitoring of lessons focuses on the quality of pupils' learning as well as teaching.