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30 June 2011

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

Dear Mrs Bonham,

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

Following my visit to your school on 28 and 29 June 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 third 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

Newly Qualified Teachers may be appointed.

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

Mark Williams  
Her Majesty's Inspector



## **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 third monitoring inspection from 28 to 29 June 2011**

#### **Evidence**

The inspector observed the school's work, scrutinised documents and met with the headteacher, the deputy headteacher and the executive headteacher designate. In addition, the inspector met with the Chair and two other members of the Governing Body, eight pupils, six parents and the local authority's lead officer for the school. Nine lessons were observed with each teacher seen at least twice.

#### **Context**

Since the monitoring inspection of March 2011, classes have been reorganised. With the temporary appointment of a new teacher in the morning, there are four classes: Class 1, containing Early Years Foundation Stage children (Nursery and Reception); Class 2, with Year 1 pupils; Class 3, for pupils from Years 2, 3 and 4; and Class 4, containing pupils from Years 5 and 6. In the afternoons the Year 1 children join Class 1. It is the school's intention to keep the four-class arrangement in the mornings in September 2011. As reported in the March 2011 monitoring inspection, the headteacher retires at the end of the summer. From September 2011 the deputy headteacher will become acting headteacher and will work alongside the executive headteacher designate.

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

The progress pupils are making in their learning continues to improve. It is strongest in Years 5 and 6 where the best teaching in the school is found consistently.

Since September 2010 the majority of pupils in the school have made at least expected progress in their learning. This improvement is evident in teacher assessments at Key Stage 1 and provisional test results at Key Stage 2, both showing welcome rises in reading, writing and mathematics from last year. The setting of challenging targets and pupils' increasing understanding of how to achieve them are paying dividends.

The improvement in the rates of pupils' learning is also evident in their work. The good developments in the curriculum are providing pupils with a range of opportunities to write in a variety of ways and use mathematical skills in different contexts. Two examples observed during this monitoring inspection demonstrate this. First, pupils in Years 2, 3 and 4 brought mathematical and scientific learning together in their recording of the time it took model parachutes to reach the ground. Second, Year 5 and 6 pupils combined mathematics with history in their calculations using pounds, shillings and pence. The pupils are enjoying learning opportunities such as these.

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

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

### **Other relevant pupil outcomes**

Pupils continue to enjoy school and, in particular, the way the curriculum brings subjects together in meaningful ways. As a result of this, pupils are more engaged in their learning. Pleasingly, the examples of less than good behaviour observed in March were not evident during this inspection. Pupils are also enjoying opportunities to take responsibility. A Year 6 pupil, for example, has responded to encouragement from her teacher to make plans for a school trip, including arranging funding, by involving her peers, parents, the local church and staff in this project.

### **The effectiveness of provision**

The quality of teaching continues to improve as does the teachers' use of assessment to support pupils' learning, although the quality of both is not consistently good throughout the school. During this monitoring inspection over half of the lessons observed were of good quality, a higher proportion than observed in March. In these lessons pupils made good progress in their learning. In addition, teaching of this quality was observed in each of the four classes. It continues to be best and consistently so with Year 5 and 6 pupils. During this inspection there was outstanding teaching with this group of pupils. In a mathematics lesson, for example, drawing on the pupils' work in history, the teacher's high-quality questioning and prompting enabled the pupils to measure the height of the school hall using clinometers and calculate scale and ratio using feet and inches.

This drawing together of subjects has been a key factor in improving pupils' engagement in their learning, enhancing their enjoyment of school and strengthening the progress they make, particularly in mathematics and writing. Three examples illustrate this. First, in Years 2, 3 and 4 the pupils are becoming increasingly adept at identifying the features of formal and informal letters and writing their own versions as war-time children to Winston Churchill. Second, Year 1 pupils donned high-visibility vests and surveyed the number of cars passing locally in order to record their findings in pictograms. Third, in the Early Years Foundation Stage the setting out of both the indoor and outdoor areas in the fashion of the seaside is enabling the children to enjoy an ice cream, followed by a ride on a donkey before finding out what number is underneath the ducks they have hooked.

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

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

## **The effectiveness of leadership and management**

Internal capacity continues to grow, particularly that of the governing body and the deputy headteacher. Governors now hold the school to account much more robustly and have put together budgetary plans to ensure the school is financially secure. They have an increasingly accurate view of the school's strengths and weaknesses. Parental confidence in the school, strong in March, continues to be so. The appointment of a teacher on a temporary basis to teach Year 1 pupils has added to this confidence and is reaping rewards in terms of pupils' learning.

The way in which the current leaders of the school are monitoring and evaluating the success of actions undertaken is developing but variable in quality. The quality of lesson observations is improving but these still do not always focus on pupils' learning. Nevertheless, the strengths and areas to improve identified in teaching are accurate. In a lesson observation conducted jointly between the inspector and the deputy headteacher the judgements made concurred. In addition, the deputy headteacher gave good-quality feedback about the lesson and did not shirk from giving some difficult messages. Some monitoring, though, has been weak. For example, following good support and advice from the local authority and the executive headteacher designate's school concerning the Early Years Foundation Stage, the success of actions planned was not checked in a timely fashion. This has led to some confusion among early years staff about what has been expected of them and a less clear view of quality in this key stage than in the rest of the school.

Progress since the last monitoring inspection on areas for improvement:

- Rapidly build good capacity to improve – satisfactory

## **External support**

Both the local authority and the executive headteacher designate have provided good levels of challenge and support for the school. The review group instigated by the local authority continues to meet regularly to hold the school and the governing body to account. Correctly, the local authority is tapering its support, thereby allowing the school to stand on its own feet more and more.

## **Priorities for further improvement**

No additional priorities have been set following this monitoring inspection as it is clear from discussions held that the deputy headteacher, executive headteacher designate and the Chair of the Governing Body are clear about emerging strengths to be enhanced and areas to improve.

The next monitoring inspection, due in Autumn 2011, in addition to checking the school's success in meeting the areas for improvement identified in April 2010, will focus on:

- The quality of the Early Years Foundation Stage and how well provision is being translated into improved outcomes for children.
- Whether the proportion of good teaching throughout the school is increasing and is a more consistent feature.
- How well the new leadership is ensuring the school has at least satisfactory capacity to improve without the need of external support.