

Sproatley Endowed Church of England Voluntary Controlled School

Inspection report

Unique Reference Number	117994
Local Authority	East Riding of Yorkshire
Inspection number	358237
Inspection dates	13–14 December 2010
Reporting inspector	Robert Jones

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair	Mrs Diana Hoskins
Headteacher	Mrs Catriona Williamson
Date of previous school inspection	31 October 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited seven lessons, observed seven teachers and held meetings with a governor, staff and pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 32 questionnaires from parents and carers, as well as a number of questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well children's skills are developed in mathematics and communication, language and literacy in the Early Years Foundation Stage.
- The success of the measures taken by the school to raise attainment in mathematics in Key Stage 1 and Key Stage 2.
- How well higher ability pupils are challenged to achieve their potential in English.
- How effectively leaders at all levels monitor and evaluate the quality of teaching and pupils' progress.

Information about the school

The school is smaller than the average sized primary school nationally. The proportion of pupils known to be eligible for free school meals is below the national average. The majority of pupils are of White British heritage and none speak English as an additional language. Fewer pupils than average have special educational needs and/or disabilities. Very few pupils are in the care of the local authority. The school holds various awards, including Healthy School status, the Basic Skills Quality mark, the Activemark and the East Riding Gold inclusion award. There have been a number of changes to the teaching staff since the last inspection, including the appointment of a new deputy headteacher and two middle leaders.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It is improving rapidly because staffing is more stable and initiatives to improve attainment and provision in mathematics are now beginning to bear fruit.

Children begin the Early Years Foundation Stage with skills that vary from year to year but which are broadly average. They make broadly satisfactory progress although progress is slower in aspects of literacy. In reception, children's welfare is given a high priority; however, there are missed opportunities to develop essential language and communication skills across the other areas of learning. Between Year 1 and Year 6, pupils make satisfactory progress to leave with attainment that is broadly average. During their time in school, pupils develop a good sense of responsibility through making positive contributions. They behave well in lessons and around the school, show a good understanding of how to lead fit, healthy lifestyles and are well aware of how to stay safe.

Teaching and learning are satisfactory and improving, but the quality varies between classes, especially in the use of assessment to support learning. Pupils' attainment in reading is consistently above average. This is due to a concerted effort to improve reading comprehension and teachers' assessment of reading, and the successful promotion of boys' reading. Higher ability Key Stage 2 pupils are sometimes not challenged sufficiently in writing; as a result fewer pupils than seen nationally reach the higher Level 5. The overall satisfactory curriculum has a particular strength in enriching the experiences of pupils through visits and visitors to the school. Care, guidance and support are good and are enhanced through strong collaborative working with parents and carers and outside agencies.

The school has correctly identified its strengths and areas for development. However, systems for monitoring and evaluating teaching, learning and assessment are largely led by the headteacher and deputy headteacher. Subject leaders are developing in their roles and are yet to contribute fully to the monitoring and evaluation process. Furthermore, the analysis of data is not at present used consistently to set challenging targets for pupils and hold staff to account for pupils' attainment and progress.

Self-evaluation, which is mainly undertaken by the headteacher, is accurate and focused on raising achievement. Attainment slipped in 2009 but this was rectified in 2010 with much improved attainment across all subjects. Mathematics has historically been the weaker subject. Inspection evidence indicates that this is no longer the case due to the success of a new scheme in place to improve the consistency of mathematics teaching. This illustrates well the school's satisfactory capacity to sustain its improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment further in writing in Key Stage 2 by:
 - providing greater challenge for more able pupils so that more of them reach the higher levels of attainment
 - improving marking so that teachers' comments and guidance challenge pupils to reach the higher levels.
- Improve the quality and consistency of teaching in order to accelerate learning and progress further by:
 - ensuring that in all lessons pupils are given sufficient time to work independently to develop and apply their knowledge and skills
 - improving the use of assessment, including marking, to better support pupils' learning
 - sharing the good practice that currently exists in the school.
- Develop more effective systems for monitoring and evaluating provision by:
 - involving subject leaders in evaluating the quality of teaching, learning and assessment
 - consistently setting challenging targets for pupils based on national and school data.
- Improve the progress of the children in the Early Years Foundation Stage by:
 - providing more opportunities for developing their communication, language and literacy skills across all areas of learning
 - increasing the rigour in recording and summarising children's progress so that prompt action can be taken if children fall behind with their learning.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their lessons and their achievement is satisfactory. Across the school, although satisfactory overall, the progress pupils make is uneven due to inconsistencies in teaching and the quality of assessment. In most lessons, there are ample opportunities for pupils to work collaboratively in teams to solve problems. This, in turn, develops their speaking and listening skills well. In one lesson, pupils were absorbed in learning about obtuse and acute angles by cutting out and measuring parts of a circle. Correspondingly, behaviour is good. In some lessons pupils make satisfactory rather than good progress because they are not given as many opportunities to develop their independence and they become over-reliant on the teacher. In some classrooms pupils make good use of 'working walls,' which focus pupils' learning and ensure they develop independent learning skills. However, this is not evident throughout the school. Pupils with special educational needs and/or disabilities also make satisfactory progress. Pupils whose circumstances have made them vulnerable, those who are in the care of the local authority and those known to be eligible for free school meals, often make good progress due to the very close attention to their needs by caring staff and the work of outside agencies.

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Attendance is average but improving. This is due to good relationships with outside agencies and a rewards system which is linked to pupils' regular attendance and punctuality. Pupils are well aware of what constitutes a healthy lifestyle, for example by attending the very popular judo club. They say bullying does happen occasionally but that there is always a caring ear should the need arise. Pupils' spiritual, moral, social and cultural development is good and much enhanced by the rich opportunities in the curriculum to explore ethnic art and literature and theme weeks. There are good opportunities for pupils to mix with those of other backgrounds through, for example the well-attended 'Rock Challenge' dance event with other schools and the strengthening links with a Chinese school.

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	3
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	3
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The quality of teaching and learning is improving but some inconsistencies remain which means that it is satisfactory overall. Where teaching is good, the work set matches pupils' needs well. Pupils receive very relevant success criteria so they can see very clearly what they have learned from lesson to lesson. In these good lessons, teachers use information and communication technology (ICT) well to enhance the experiences of pupils. Teachers ensure that pupils are stimulated well through interesting, hands-on tasks that involve them in their learning. Where teaching is less successful, the teachers work harder than the pupils, which inevitably mean that pupils sit for long periods listening rather than

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doing. Sometimes work is not pitched as well to pupils' abilities and learning is occasionally not summarised effectively enough at the end of lessons. Similarly, the quality of assessment varies greatly between classes. In some, it is exemplary with pupils being left in no doubt what they need to do to improve their work. In others, marking lacks detail and therefore limits the information pupils have to improve. Higher ability pupils in particular do not always receive specific enough comments to enable them to reach the higher levels in writing. The school is well aware of these inconsistencies and good plans are in place, which include the sharing of existing good practice, to rectify them.

The curriculum is satisfactory overall. It is improving rapidly and is particularly strong in its use of visitors to enhance pupils' experiences. During the inspection, pupils were enthralled by a visiting planetarium, for example. Pupils' art work is impressive, particularly in the use of graphic image work in ICT. The school is developing the curriculum along thematic lines to help pupils make better links between subjects and in this respect it is more successful in some classrooms than others.

Care, guidance and support are good, particularly in identifying pupils who need additional support and the care afforded to vulnerable and looked-after pupils. The input from outside agencies enables the school to carefully customise the support for individual pupils. Well-trained staff provide good care for pupils with disabilities and complex needs. The arrangements for transition of vulnerable pupils to secondary school are exemplary.

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 headteacher leads the school well and is now able to take on a more strategic role since the appointment of a substantive deputy headteacher. She has been successful in galvanising staff, in instilling a sense of ambition and drive and in bringing about improvements in standards, particularly in mathematics. Subject leaders are enthusiastic but relatively inexperienced. They are, therefore, not yet fully involved in monitoring and evaluating provision effectively across the school. The school is in the early stages of helping teachers to effectively analyse and use national and school data in order to drive improvement. This means that the school has yet to develop a formal structure for consistently setting challenging targets for all pupils, nor does it hold teachers sufficiently to account for meeting these targets.

The effectiveness of the governing body in driving improvement is satisfactory. It has a good overview of finance and an adequate understanding of pupils' achievements. Safeguarding is satisfactory and meets statutory requirements. The governing body has a satisfactory understanding of its responsibilities with regard to child protection. The school

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has a family ethos and has created productive links with parents and carers. During the inspection, the Christmas performances were very well attended. Furthermore, parent and carer helpers are a frequent presence in school.

The school has been successful in narrowing the gap between boys' and girls' achievements. This is particularly apparent in how keen boys are to read. As a result, attainments and rates of progress are rising. The school is aware of the need to raise attainment for more able pupils in writing in Key Stage 2 and is taking action to tackle this. Discrimination is tackled decisively and any instances of bullying are well documented with parents and carers involved at all stages. Pupils of different abilities and backgrounds take on responsibilities throughout the school, for example, as playground helpers or members of the school council. This means that the school promotes equal opportunities well. The school's plans to promote community cohesion are rigorous and frequently evaluated for effectiveness of their outcomes. Good opportunities exist for pupils to link with communities in China and France. Particularly strong is the promotion of cohesion in the local community with close links with senior members of the community and with parents and carers.

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
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

By the time children begin Year 1 they have made satisfactory progress in most areas of learning. Progress is slowest in developing their skills in areas of communication, language and literacy. This is because opportunities are sometimes missed in lessons to develop these skills systematically on a day-to-day basis in other areas of learning. In lessons, children learn and play happily with each other both indoors and outside. For example, they enjoyed experimenting with materials to make boats and were able to talk about a recent story they had been reading on 'Rama and Sita'. They understand about food which

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keeps them healthy by drinking water and eating fruit that is available for them. Children are given free choices of activity, but sometimes they still require a fair amount of adult support because they have not sufficiently developed their independent learning skills. There are good procedures to support children when they join the Nursery which ensures that they settle well into their new surroundings. The systems to assess and monitor children's developing skills sometimes lack rigour or clarity. This, in turn, limits the information available to parents and carers and the ability of the school to set specific targets for children to improve their literacy and numeracy skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of the parents and carers who responded to the questionnaire are supportive of the school's work. Many of their comments focused on how well the school helps their children to develop healthy lifestyles and on the strong care, guidance and support systems, particularly for pupils with special educational needs and/or disabilities.

A very few parents and carers had concerns about how the school informs them about the progress of their children, how they are helped to support their children's learning and how the school deals with unacceptable behaviour. Inspectors investigated these concerns carefully during the inspection. They concluded that the school has responded well to parent's previous request for more frequent information about rates of progress. Parents and carers of Year 6 pupils, for example, now receive termly reports on progress and this is now being introduced across the school. In addition, parental information evenings give good quality advice on how parents and carers can support their children's learning. Inspectors found that overall behaviour was good in the school. Very occasionally, behaviour was no better than satisfactory in classes where the pace of learning was slow or tasks were repetitive or mundane.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sproatley Endowed Church of England Voluntary Controlled 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 161 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	66	9	28	0	0	1	3
The school keeps my child safe	19	59	10	31	0	0	2	6
My school informs me about my child's progress	16	50	11	34	2	6	3	9
My child is making enough progress at this school	16	50	11	34	4	13	1	3
The teaching is good at this school	16	50	13	41	2	6	1	3
The school helps me to support my child's learning	14	44	13	41	4	13	1	3
The school helps my child to have a healthy lifestyle	21	66	10	31	0	0	1	3
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)	15	47	15	47	0	0	1	3
The school meets my child's particular needs	15	47	14	44	2	6	1	3
The school deals effectively with unacceptable behaviour	13	41	15	47	0	0	3	9
The school takes account of my suggestions and concerns	14	44	15	47	1	3	2	6
The school is led and managed effectively	17	53	11	34	1	3	2	6
Overall, I am happy with my child's experience at this school	19	59	9	28	3	9	1	3

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



15 December 2010

Dear Pupils

Inspection of Sproatley Endowed Church of England Voluntary Controlled School, Hull, HU11 4PR

Thank you for the warm welcome you gave us when we came to inspect your school. This letter is to tell you what we found out.

You go to a satisfactory school. Many things about it are improving. You told us about all the interesting things you do in school. We saw how popular 'Rock Challenge' was and we were very impressed with the art work you do using computers. You told us how safe you feel in school and how, although bullying does go on occasionally, how teachers deal with it quickly and involve your parents and carers closely. You certainly know how to lead fit, healthy lifestyles and you told us about the judo club and how you enjoy 'Fruity Fridays'. Many of you make a good contribution to the school by being members of the school council or play leaders. You make satisfactory progress overall but in some classes you make good progress. The school is working hard to make sure you make good progress in all your classes. To help, I have asked your headteacher and staff to do some things to improve.

- For all teachers to help you to do better in your work by giving you more time to work on your own, by telling you more about how to improve your work and by helping more of you in Key Stage 2 to reach Level 5 in writing.
- That school leaders make sure you all have targets that stretch you to do your best and that they make sure teaching is good in all your lessons.
- To make sure that children in the Reception class have more opportunities to develop their speaking, listening, reading and writing skills in the range of activities planned and that the staff keep a close eye on children's progress.

You can help by asking your teacher if you're still not very clear what you need to do to improve your work. I wish you the very best for the future.

Yours sincerely

Robert Jones

Lead inspector

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