

# Skipsea Primary School

## Inspection report

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|                                |                          |
|--------------------------------|--------------------------|
| <b>Unique Reference Number</b> | 117882                   |
| <b>Local Authority</b>         | East Riding of Yorkshire |
| <b>Inspection number</b>       | 358216                   |
| <b>Inspection dates</b>        | 21-22 June 2011          |
| <b>Reporting inspector</b>     | Roger Gill               |

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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| <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> | 63   |
| <b>Appropriate authority</b>               | The governing body                               |
| <b>Chair</b>                               | Andrew Eastwood                                  |
| <b>Headteacher</b>                         | Mary Bruce                                       |
| <b>Date of previous school inspection</b>  | December 2007                                    |
| <b>School address</b>                      | Hornsea Road<br>Skipsea<br>Driffield<br>YO25 8ST |
| <b>Telephone number</b>                    | 01262 468394                                     |
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|---------------------------|-----------------|
| <b>Age group</b>          | 3-11            |
| <b>Inspection date(s)</b> | 21-22 June 2011 |
| <b>Inspection number</b>  | 358216          |

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## Introduction

This pilot inspection was carried out by two additional inspectors. Seven lessons were observed, amounting to about three and a half hours in total, taught by four teachers. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at a range of evidence, including the school's documents for self-evaluation and safeguarding. They also studied in depth, standards in reading, the work pupils were doing in their books and the tracking system used to monitor pupils' progress. Inspectors considered the 27 questionnaires completed by parents and carers as well as those from pupils and staff.

## Information about the school

Skipsea is a smaller than average sized primary school. The headteacher took up post soon after the school's last inspection. Furthermore, staff turnover since 2007 has been high. The proportion of pupils known to be eligible for free school meals is considerably lower than the national average. There are no pupils from minority ethnic heritages, and no pupils speak English as an additional language. An average proportion of pupils has special educational needs and/or disabilities but currently no pupils possess a statement of special educational needs. The school recently received the Activemark and Healthy School status. The government's floor targets have been exceeded during the past three years.

Provision for children in the Early Years Foundation Stage has changed considerably since the last inspection. There is now a separate unit with its own outside space for play that caters for children from three to five years of age. The governing body is responsible for a breakfast club that began after Easter this year. From September 2011, on the retirement of the current headteacher, the school will be federated with a local small school and led by an executive headteacher who will manage both schools.

**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

|  |          |
|--|----------|
| <b>Overall effectiveness</b>                               | <b>3</b> |
| <b>Achievement</b>   | <b>3</b> |
| <b>Teaching</b>  | <b>3</b> |
| <b>Leadership and management</b>                           | <b>3</b> |
| <b>Behaviour and safety</b>                                | <b>2</b> |
| Does the school adequately promote the pupils' well-being? | Yes      |
| Does the school adequately promote community cohesion?     | Yes      |
| Does the school provide value for money?                   | Yes      |

## Key findings

Skipsea is a satisfactory school in which pupils reach average levels of attainment by the end of Year 6. This represents satisfactory progress from their starting points. It is a popular school with parents and carers who are very positive about their children's education. A by-product of the family atmosphere at Skipsea, including the breakfast club, is the good behaviour shown by pupils and their feelings of safety.

Pupils' personal qualities, developed through opportunities for spiritual, moral, social and cultural development, give the school an atmosphere of welcome and community. Leadership and management, guided well by the headteacher, have achieved these positive features despite substantial staff changes. Now, the progress made by pupils with special educational needs and those with disabilities is good. Moreover, the new Early Years Foundation Stage is a valuable part of the school in which children develop satisfactorily across most areas of learning but develop well in their social, physical and creative aspects.

The school is not yet good in its overall effectiveness because teaching, particularly in Years 3 to 6, has a satisfactory impact on pupils' learning. Achievement by the end of Year 6 reflects this satisfactory quality of teaching. The teaching of reading and writing produces some good results, but progress in mathematics is slower leading to attainment that does not match fully pupils' capabilities. Knowledgeable leadership has been tackling inconsistent teaching and the slower progress in some subjects over the last three years. Attainment in writing has started to improve. A similar project for mathematics has not yet been so successful. The school knows rightly that, in many lessons, plans are not based closely enough on assessments, marking is not consistently helpful, higher attainers often lack sufficient challenge and the system of setting targets is not robust enough. Furthermore, discussions in lessons do not help pupils to judge their own success accurately enough.

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Schools whose overall effectiveness is judged satisfactory, and where leadership and management is no better than satisfactory, may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and improve progress, particularly in mathematics, to above the national average by the end of Year 6 for as many pupils as possible by:
  - strengthening the school's target setting process to create more ambitious targets for all pupils to reach by the end of Year 6
  - using assessments to plan more demanding work, especially for the higher attainers
  - ensuring that pupils learn their times tables effectively and practise their mathematical skills across the curriculum.
  
- Ensure that most teaching has a good effect on pupils' learning by:
  - making sure that all marking gives pupils specific knowledge about what to do next to improve their work
  - helping pupils to evaluate confidently their progress in relation to their individual targets
  - ensuring that teaching gives regular feedback throughout lessons and encourages pupils to talk about their successes and areas for improvement.

## Main report

Children enter the school, at the beginning of the Early Years Foundation Stage, with levels of attainment, which are broadly similar to those expected for their age. However, in such a small school starting points are likely to vary considerably from year to year. Over time, standards at the end of Reception are generally similar to age-related expectations. However, a more positive effect of the full provision, including in the Nursery, is just beginning to be seen this year. Achievement is improving in personal and social, physical and creative areas of learning because children experience a full range of play activities, including those outside. Children enjoy learning immensely. For example, boys in particular were enthralled by the emphasis on making model helicopters and role playing in the class airport. Adults lead children well in their learning but also ask questions that make them reflect on what they are doing. Children are often successful when it comes to reading and writing. Sometimes the teaching of number work, particularly during small groups session on the carpet, does not establish quickly enough what children can or cannot do in these respects so as to quicken progress to a good level.

Pupils make good progress in Key Stage 1, particularly in reading. Currently, attainment in reading by the age of six and at the end of Year 2 is above expected

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levels for their age. This achievement is due to the productive teaching of letters and sounds, group reading activities and the way reading is continued at home. By the end of Year 6, standards of reading are currently about average, which represents good progress for those concerned. Pupils enjoy working their way through the colour-coded books, but are unclear as to how many they must read before being declared a 'free reader.'

Progress in writing in the Year 1/2 class has benefitted from the school's initiatives but, in lessons, progress in mathematics is slower. This pattern of achievement continues in Years 3 to 6, whereby in mathematics, pupils are slow to recall basic number facts and tables and planning for lessons depends too much on a published scheme of work and not enough on what individual pupils need to do to raise their attainment.

It is at Key Stage 2 that the school has experienced the greatest disruption in staffing, which has led to some weaker learning. By contrast, the good progress of pupils with special educational needs has been assured by the well-trained and effective team of teaching assistants.

In lessons, pupils are keen to learn and behave well. For example, pupils in a Year 1/2 lesson were fascinated with the task of deciding on the questions that they would ask at the Church in the afternoon, when they were going to attend a mock baptism. They knew that afterwards they would be writing a full account of the proceedings. In one fell swoop, the curriculum fully engaged learners, promoted spiritual, social and cultural development and provided purpose for their writing. Similarly, in Year 3/4, pupils roared with laughter at some surreal sentences that they composed in pairs, which involved unlikely characters doing equally unlikely things. There are no noticeable gaps in attainment between different groups of pupils, but the lack of additional challenge for higher attaining pupils is noticeable as when, for example in one lesson, a game of listing factors took too long before the questions got hard enough to engage the interest of the cleverest pupils in the class. Generally, in mathematics throughout the school, some pupils receive work that is slightly too hard while others tackle tasks that are too easy. Moreover, marking in pupils' workbooks ranges from very detail expositions to minimal guidance consisting of one word like, 'punctuation'. This inconsistency leaves some pupils unclear about exactly what to do next to improve their work.

Parents, carers and pupils, all agree that behaviour is good and pupils are kept safe. Pupils are polite and kind to each other, exclusions are rare and harassment of any kind is not tolerated. They appreciate the very well-equipped grounds, the interesting clubs available and adults in school who lead by example in promoting warm relationships. Bullying is rare and when it does occur, as represented by minor cases of falling out, it is dealt with speedily and effectively. Those that attend the breakfast club are looked after well in comfortable and safe surroundings.

Leaders makes sure that teaching is based on a curriculum that concentrates on basic skills and successfully links other subjects together to form interesting topics,

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such as Mighty Mountains. In this piece of work, pupils in Year 3/4, study geography, science, history and art together. They can practise their reading and writing well in this way but it is not effective for enabling pupils to apply their mathematical skills in other subjects. Pupils in Year 5/6 are tackling 'Theatrical Thrills' as a project leading up to the end of term school production, which involves everyone in the school in a way that accentuates working together, relationships and personal development.

The school is led and managed with ambition and drive in ways that make sure that everyone knows what is working well and what needs to be improved. Plans for improvement are clear about actions needed to make the school a good one, but they lack precision in the detail about attainment. This is because the target-setting process for pupils in Year 6 is not yet ambitious enough, especially, but not exclusively, in mathematics. The governing body has become far more active in supporting the school and challenging it to do better. It is well led and has taken timely and effective steps to ensure a smooth transition towards federation in September 2011. All this demonstrates that leadership at all levels has a satisfactory capacity for further improvement. All the players are in place but they have not yet had a chance to prove their effectiveness. Discrimination is not tolerated and all pupils have an equal opportunity for success, notwithstanding the relative lack of challenge for higher attainers.

Provision for pupils' spiritual, moral, social and cultural development produces some positive results for pupils. Their behaviour and relationships are enhanced by the social and moral dimensions. There are plenty of artistic, cultural and ecological experiences for pupils to enjoy, such as learning to play brass instruments and studying some great tits in their nesting boxes. These experiences fuel pupils' spiritual and cultural development well. They are beginning to gain an understanding of global issues through their links with a school in Zimbabwe and their study of the festivals such as Diwali and Chinese New Year, but the school knows this aspect of cultural development should be extended and deepened.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Skipsea Primary 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 12 statements about the school.

The inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 63 pupils registered at the school.

| Statements   | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|--|----------------|----|-------|----|----------|---|-------------------|---|
|  | Total          | %  | Total | %  | Total    | % | Total             | % |
| Q1<br>My child is happy at school                                    | 20             | 74 | 7     | 26 | 0        | 0 | 0                 | 0 |
| Q2<br>My child feels safe at school                                  | 22             | 81 | 5     | 18 | 0        | 0 | 0                 | 0 |
| Q3<br>The school helps my child to achieve as well as they can       | 18             | 66 | 8     | 29 | 0        | 0 | 0                 | 0 |
| Q4<br>The school meets my child’s particular needs                   | 18             | 66 | 9     | 33 | 0        | 0 | 0                 | 0 |
| Q5<br>The school ensures my child is well looked after               | 23             | 85 | 4     | 15 | 0        | 0 | 0                 | 0 |
| Q6<br>Teaching at this school is good                                | 22             | 81 | 5     | 18 | 0        | 0 | 0                 | 0 |
| Q7<br>There is a good standard of behaviour at this school           | 14             | 52 | 12    | 44 | 1        | 4 | 0                 | 0 |
| Q8<br>Lessons are not disrupted by bad behaviour                     | 11             | 41 | 12    | 44 | 0        | 0 | 0                 | 0 |
| Q9<br>The school deals with any cases of bullying well               | 14             | 52 | 10    | 37 | 0        | 0 | 0                 | 0 |
| Q10<br>The school helps me to support my child’s learning            | 16             | 59 | 11    | 41 | 0        | 0 | 0                 | 0 |
| Q11<br>The school responds to my concerns and keeps me well informed | 15             | 55 | 8     | 29 | 0        | 0 | 0                 | 0 |
| Q12<br>The school is well led and managed                            | 20             | 74 | 5     | 18 | 0        | 0 | 0                 | 0 |

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      | 46  | 48   | 6            | 0          |
| Primary schools      | 6   | 47   | 40           | 7          |
| Secondary schools    | 12  | 39   | 38           | 11         |
| Sixth forms          | 13  | 42   | 41           | 3          |
| Special schools      | 28  | 49   | 19           | 4          |
| Pupil referral units | 14  | 45   | 31           | 10         |
| All schools          | 10  | 46   | 37           | 7          |

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul> |
| 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.**



23 June 2011

Dear Pupils

### **Inspection of Skipsea Primary School, Skipsea, YO25 8ST**

We enjoyed our time inspecting your school. Your keenness to learn is impressive. You get plenty of chances to show wonder at the world around you, such as when you look at birds in their nesting boxes, through a webcam. Also your links with a school in Zimbabwe give you broader horizons. I agree with you that behaviour is good and that you feel safe because adults look after you well and bullying is very rare, which means that your social and moral development is provided for well.

You go to a satisfactory school that has improved in many ways since it was last inspected in 2007. For example, the new Early Years Foundation Stage is having a positive effect already. You make good progress by the end of Year 2 but after that your progress varies in Key Stage 2 making it satisfactory by the end of Year 6. By contrast, pupils with special educational needs learn well because they receive such effective help especially from teaching assistants. Standards are average by the end of Year 6, which is acceptable but most of you could still do a lot better. Your reading and writing have come on well recently but progress in mathematics could be quicker. Often, even in literacy, not enough is expected of pupils who learn quickly, which shows that teachers' assessment are not always used well enough to plan lessons for you. Also, some pupils do not know, in enough detail, how to reach the next level in their work, because marking is too brief and does not give you enough guidance. Your learning is discussed in lessons but not well enough to allow you to judge your own progress accurately.

Your headteacher and the governing body have done a good job to make sure everything is in place for next year when you pair up with a local school. So, as soon as possible, leaders should raise standards and quicken progress, particularly in mathematics, and work towards making most teaching at least good in its effect on your progress. Please continue to enjoy learning especially in mathematics by, for example, learning your tables fully and using mathematics in other subjects when possible.

Yours sincerely,

Roger Gill  
Lead Inspector

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