

# Skidby Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	117992
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	395376
<b>Inspection dates</b>	16–17 May 2012
<b>Lead inspector</b>	Robert Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter West
<b>Headteacher</b>	Steve Honey
<b>Date of previous school inspection</b>	16 July 2008
<b>School address</b>	Main Street Skidby Cottingham HU16 5TX
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## Introduction

Inspection team

Robert Jones

Additional inspector

This inspection was carried out with two days' notice. The inspector observed ten lessons taught by three teachers. Meetings were held with staff, pupils and a member of the governing body. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work and looked at a range of documentation, including records relating to pupils' conduct, documents relating to the school's self-evaluation and safeguarding records. He also listened to pupils reading, looked at the work pupils were doing in their books and examined the tracking systems used to monitor pupils' progress. The inspector considered the 31 questionnaires received from parents and carers as well as others from pupils and staff.

## Information about the school

This is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. Fewer pupils than average belong to minority ethnic groups and fewer than average speak English as an additional language. The proportion of pupils who are supported at school action plus and with a statement of special educational needs is below average. The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.

**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 of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. It is not yet good because the quality of teaching, while improving, lacks the consistency to ensure pupils make good progress. Furthermore, leaders are not making enough use of assessment information to check on pupils' progress. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- In the Early Years Foundation Stage good improvements to planning have resulted in children in the Reception class and those in Year 1 learning more quickly. However, achievement overall is satisfactory. Pupils in Key Stage 1 and Key Stage 2 make satisfactory progress overall and leave in Year 6 with attainment that is broadly average.
- Teaching varies in quality from satisfactory to good across the school but is satisfactory overall. Where it is good, pupils are challenged to do their best and are actively involved in their own learning. Consequently, they make good progress in lessons. Sometimes, however, tasks lack challenge or pupils are over-directed and the pace of learning slows. The school has systematic methods for teaching reading but more-able pupils are not challenged well enough in the reading groups.
- Behaviour and safety are satisfactory, with pupils, parents and carers saying behaviour has recently improved. In lessons pupils' behaviour depends on how well they are motivated to learn, and so they behave better in some classes than in those where lessons do not fully engage their interest. Pupils enjoy school and their attendance is good.
- The leaders and managers have a generally clear understanding of the school's strengths and areas for development. They have improved teaching and learning in mathematics and in the Early Years Foundation Stage. The management of performance is satisfactory overall. However, the school does not make robust enough use of the information provided by assessments to identify those pupils whose learning has slowed so that support can be provided, or as a tool for driving further improvement.

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

- Improve the overall quality of teaching and pupils' achievement so that they are at least good by:
  - increasing the challenge for pupils so that work matches their abilities with more precision
  - giving pupils every opportunity to solve problems independently rather than being over-supported by staff
  - improving the feedback to pupils so that they clearly understand what they need to do to improve their work
  - setting time aside for pupils to read teachers' comments in their books and decide how they will act on the advice given
  - ensuring pupils' behaviour is good in all lessons.
- Ensure pupils are sufficiently challenged in reading and writing so that they all make good progress by organising reading and phonics teaching so that more-able pupils are more effectively challenged to reach higher standards in reading.
- Improve the way in which leaders and managers use the information gained from pupils' assessments to raise achievement by:
  - collating and analysing assessment information more regularly so that any underachievement is quickly identified and measures are put into place to address this without delay
  - increasing the rigour with which teachers are held to account for pupils' progress.

## Main Report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills that vary but are generally in line with those expected for their age. Reception children mix with Year 1 pupils well, learning the essential skills of teamwork and cooperation. Pupils in this class enjoy their work and make good progress because the curriculum enables them to make good links between subjects. In one lesson, for example, children quickly gained basic subtraction and addition skills in the outdoor area using a chalked number-line. In the younger classes in Key Stage 1 pupils learn the essential skills of linking sounds to letters; although, once they learn these basic skills, their progress slows because some find the work in their reading group is too easy. This is because, although reading lessons across the school are organised systematically, pupils are not taught in groups of similar ability and learning for the more-able pupils slows. In mathematics pupils' progress is satisfactory overall but is accelerating as a result of detailed monitoring of mathematics teaching and an imaginative mathematics curriculum that builds up pupils' skills systematically. By the time pupils reach the end of Key Stage 1 their attainment in reading, writing and mathematics is broadly average.

As pupils continue through the school, the good opportunities for them to use their speaking and listening skills ensure they develop in confidence. However, tasks in lessons are sometimes not matched to all pupils' abilities. This is evident in reading groups where the

more able pupils often achieve less well than they might. Ultimately, this a contributory factor to pupils making overall satisfactory rather than good progress and their attainment being broadly average in reading, writing and mathematics by the time they leave school in Year 6. Disabled pupils and those who have special educational needs make progress that is in line with their peers. There has been some good intervention from outside agencies to support a small minority of pupils who have problems with fine motor control, which has helped them to develop writing skills.

The overwhelming majority of parents and carers are happy with the progress their children are making. Some make comments about the occasional lack of challenge, a view that is endorsed by the inspection findings.

## **Quality of teaching**

Where teaching is most effective, pupils are fully involved in their own learning. In one lesson pupils made good progress learning about the properties of liquids and solids by making porridge. In another lesson pupils designed their own 'mini-beasts' and presented their designs to the class after having learned about how insects protect themselves from predators. Where this vibrant, exciting learning takes place, pupils respond with exemplary behaviour and they make good progress. Where learning is less effective, pupils have limited opportunities to solve problems independently due to their being over-supported by staff. Where this is the case and where teaching does not challenge the full range of pupils' abilities, pace is lost, pupils lose concentration and behaviour sometimes deteriorates. Disabled pupils and those who have special educational needs are appropriately supported by a variety of special courses designed to boost their progress. The teaching of reading has strengths in that pupils acquire the basic skills of linking letters to sounds in Key Stage 1 and, in Key Stage 2, they read a varied range of literature. Improved library facilities have promoted reading further throughout the school. However, teachers are not using assessment well enough to ensure challenge for the more able, especially in reading groups.

The feedback teachers give to pupils on their work varies in quality. Where it is precise, pupils are left in no doubt what they should do to improve. Sometimes, though, the feedback lacks the necessary sharpness to enable pupils to know exactly what they need to improve and this is preventing some pupils from making better than satisfactory progress. Moreover, time is not always set aside in lessons for pupils to review teachers' comments and to act on any advice given. The promotion of pupils' spiritual, moral, social and cultural development is strong. Assemblies help pupils to consider 'things that are special to us' and pupils write down their thoughts on displays, which helps them reflect on the thoughts and concerns of others in the class.

Parents and carers are, overall, satisfied that the quality of teaching meets pupils' needs. Some express concerns about some lack of challenge for older pupils in the mixed-age classes, a view with which the inspector concurs.

## **Behaviour and safety of pupils**

Pupils say that they feel safe in school and that behaviour has improved recently. They say that, while some bullying does occasionally take place, it is usually dealt with by staff. The school keeps records of bullying and behaviour-related incidents which enable school leaders to monitor behaviour and avoid repeated behaviour-related problems. Parents and carers have confidence that the school keeps pupils safe and secure. Pupils have some

understanding of the different forms of bullying, although the school does not reinforce these messages regularly enough for pupils to have a good awareness of what they should do should they fall victim to bullying. In lessons pupils' behaviour is directly related to their engagement and enjoyment of learning. Where they are fully engaged and challenged, behaviour is good. Where tasks are repetitive or overly directed by staff, their behaviour is no better than satisfactory. During lunchtimes and break times pupils have plenty of things to do so, while there is some boisterous behaviour at times, records show that pupils typically behave well and considerately towards each other. Pupils say they enjoy coming to school, which is reflected in their high attendance.

## **Leadership and management**

There have been improvements to the curriculum for children in the Early Years Foundation Stage and pupils in Year 1. Furthermore, target setting in this key stage is sharp and is meeting the individual needs of pupils with more precision. Inspection evidence indicates that there are early signs of success in these areas, particularly through improvements in pupils' communication, language and literacy skills. Throughout the school, mathematics teaching has improved as a result of the introduction of a systematic mathematics curriculum that develops pupils' skills well. This, alongside good-quality information to parents and carers on developing mathematics at home and rigorous monitoring of teaching quality in mathematics, is now beginning to have an impact on increased rates of progress. These improvements are as a result of effective professional development. The school development plan has outlined the correct areas for improvement. These factors mean that the school is securely placed to continue its improvement.

Assessment information is analysed but is not used to its maximum effect. While teachers assess pupils' work accurately and often, it is only collated three times each year by school leaders. This means that there is sometimes a delay between a pupil falling behind and measures being put in place to deal with the problem. Additionally, while teachers meet with the headteacher to discuss the progress of their pupils, the system lacks the necessary rigour to drive up achievement for all pupils systematically.

The curriculum has some good features and satisfactorily meets the needs of pupils. A range of visits and visitors to the school enhances the curriculum and contributes to pupils' enjoyment of learning. The school has good links with the community, its premises being frequently used by community groups in the village. Pupils' spiritual, moral, social and cultural development is good. Equality of opportunity is promoted satisfactorily and, where it is detected, any discrimination is tackled decisively.

The governing body provides an appropriate level of support and challenge with particularly strong support on matters relating to health and safety, as a result of individual governor expertise. Safeguarding procedures meet all current requirements.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



18 May 2012

Dear Pupils

**Inspection of Skidby Church of England Voluntary Controlled Primary School, Cottingham, HU16 5TX**

Thank you for talking with me when I came to inspect your school recently. This letter is to tell you what I found out.

You go to a satisfactory school. Some things are improving, such as the way you are taught mathematics. You, and your parents and carers told me how behaviour is improving but you also told me that sometimes behaviour in lessons could be better. To improve the school, I have asked the headteacher and staff to do several things. First, to improve teaching so it is good in all your classes. For this to happen, you will need to be set work that challenges you more and be given the opportunity to solve problems yourselves rather than receiving too much help from adults. You will also notice that teachers will be giving you very precise feedback on your work, and time in lessons to read this feedback so you are very clear what you need to do to improve. Of course, if you are learning well in lessons, then behaviour will improve. Second, I have asked that your phonics and reading groups are organised so that those of you who find reading easy reach higher standards. Third, that your school leaders use your assessments to make sure those of you who need extra help receive it quickly so you do not fall behind.

You can help by reading the feedback you will be receiving on your work carefully and asking if you still do not understand exactly what you need to do to improve.

I wish you all the very best for the future.

Yours sincerely

Robert Jones  
Lead inspector

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