

Sproatley Endowed Church of England Voluntary Controlled School

Balk Lane, Sproatley, Hull, HU11 4PR

Inspection dates 2–3 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Improvements to teaching have not had time to make sure that all pupils make rapid progress.
- Too few pupils reach the higher levels in their work.
- Pupils are not reaching the levels of which they are capable in writing and mathematics by the end of Year 2.
- Some teaching does not check closely enough what pupils are learning.
- Pupils do not always know how they can improve their work.
- Pupils do not have enough opportunities to find things out for themselves or to use their own ideas in their work.

The school has the following strengths

- The headteacher has quickly identified what requires improvement and is using this to rapidly improve teaching.
- The senior and subject leaders and all staff work together as a close team which is improving teaching and pupils' learning.
- The governing body knows the school well and keeps a close check on improvement.
- Pupils are learning to read well and know how to work out what new words say.
- Pupils behave well, take good care of one another and know how to stay safe.
- Pupils are interested in the varied experiences the school provides and are eager to learn.

Information about this inspection

- The inspector observed eight lessons and visited a number of other lessons for shorter periods of time.
- The inspector took account of 20 responses to the on-line questionnaire (Parent View).
- Meetings were held with the headteacher, groups of pupils, the Chair and a representative of the Governing Body, and a group of teaching and other staff. The inspector spoke to a representative of the local authority on the telephone.
- The inspector observed the school's work, and looked at a number of documents, including the school's own data on recent attainment and current progress, evaluation and planning information, records relating to behaviour, attendance and safeguarding, and minutes of recent meetings of the governing body.

Inspection team

Liz Godman, lead inspector

Additional inspector

Full report

Information about this school

- This is a smaller than average primary school.
- The proportion of pupils supported through school action is below average, while that of pupils at school action plus or with a statement of special educational needs is above average. Pupils' particular needs include physical disabilities, behavioural difficulties and autistic spectrum conditions.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- In 2011, the most recent year for which results are confirmed, the school met the government's floor standard, which is the minimum expected for pupils' attainment and progress.
- The headteacher took up her post in January 2012.
- Two newly qualified teachers joined the school at the start of September 2012 and a number of other staff changed their roles and their working hours.

What does the school need to do to improve further?

- Improve the consistency of the quality of teaching by:
 - ensuring that teachers make close checks on pupils' learning in all lessons and adjust activities accordingly
 - ensuring that all pupils are clear about what they are learning and what they have to do to improve their work, and making sure that they know when they have reached or exceeded what is expected
 - providing opportunities for all pupils to research independently and to use their own ideas in their work.
- Raise pupils' achievement by:
 - making sure that all pupils in all classes make rapid progress over time
 - improving the attainment of pupils in Key Stage 1 in writing and mathematics
 - providing greater challenge to raise the attainment of more-able pupils in both key stages.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress has been insufficiently consistent over time to ensure that achievement is as good as it could be. However, as a result of more effective teaching, there are signs that it is improving.
- From starting points in line with expectations for their age, children in the Early Years Foundation Stage make good progress in communication and language and enjoy the literacy sessions with the teacher. This is helping them to link sounds and letters and to write short sentences.
- Pupils learn to read well in Years 1 and 2. They are able to use what they know about the sounds that letters make to read new words.
- Pupils in Key Stage 1 made good progress in lessons during the inspection. In the past, their progress has been more erratic, so that those in Year 2 have much ground to make up, particularly in writing and mathematics. These pupils write every day, so that their writing shows clear signs of improvement this term.
- By the end of Year 6 in 2012, pupils' attainment was broadly average in reading, writing and mathematics and a greater proportion reached the expected Level 4 than in the previous year. This is indicative of the steady progress these pupils made during their time at the school.
- The rates of progress of pupils currently in Key Stage 2 are improving. This is the result of more accurate assessment and better teaching.
- Pupils in Year 6 read confidently and fluently, although some show limited interest in reading widely or for pleasure.
- The proportion of pupils reaching the higher Level 5 in 2012 and in previous years was below average. This is also reflected in the current attainment of more-able pupils across the school. More-able pupils do not always make the progress they could in lessons because they are not consistently challenged to do better, to find things out for themselves or to use their own ideas in their work.
- Disabled pupils and those who have special educational needs make good progress because of the skilled support they receive. Careful positioning of the physically disabled pupils enables them to participate fully in lessons, and calm management of pupils with communication and behavioural difficulties ensures that they learn well.
- Pupils at risk of falling behind are helped to catch up as a result of the effective use of the pupil premium.

The quality of teaching

requires improvement

- Although good teaching was seen during the inspection, this has not been consistent over time. The current teaching team is working together to ensure more consistent approaches. This has yet to ensure pupils' good progress.
- Reading is taught well throughout the school by both teachers and teaching assistants.
- Work is generally pitched at the right level for most pupils and most lessons proceed at a good pace, so that pupils remain interested throughout. Occasionally, there is insufficient challenge, particularly for the more-able, and pupils' attention wanders.
- Lessons include a good variety of approaches and equipment. This includes practical materials and the use of information and communication technology (ICT) to ensure the effective teaching of mathematics. Sometimes, opportunities for pupils to investigate and research independently are limited.
- Teaching assistants are effective in supporting the learning of disabled pupils and those who have special educational needs. They also make a positive contribution when teaching small groups for reading, writing and mathematics or when running 'creative' sessions.

- Occasionally, adults provide too much direction, for example, when children in the Nursery and Reception class are playing. As a result, opportunities are missed to build on and extend children's language and understanding and their independence in learning is curtailed.
- Similarly, when pupils at both key stages have their own ideas for writing, the task does not always enable them to express these fully, for example, because the teacher provides a structure for a sentence rather than enabling pupils to construct their own.
- The better examples of lesson planning show how the activities have been adapted according to pupils' earlier responses. In some lessons, pupils are clear about what they are going to learn and what they have to do to succeed, but this is not the case in every lesson.
- Some teachers assess pupils' responses accurately as the lesson proceeds and use this to target their questions or to respond to pupils' mistakes. Others are less secure in this, so that questions do not probe pupils' understanding and errors remain uncorrected.
- Work is marked regularly and accurately. However, sometimes pupils have no opportunity to respond to marking and do not know how to improve their work or how to reach the next level.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are positive. They are interested in the varied experiences on offer and most are very eager to learn. Occasionally, when pupils are insufficiently challenged in lessons, their attention wanders, but only very rarely does this disrupt learning.
- Pupils behave well in lessons and around the school. A particular strength of the school is the way in which pupils take care of one another and the older pupils help the younger ones at break and lunchtimes and during the 'creative' afternoons.
- Pupils develop good social skills and an understanding of citizenship because the school promotes this well and gives responsibilities to its pupils. Pupils are polite and friendly.
- There are marked improvements over time in the behaviour of pupils with particular behavioural needs.
- Pupils say that they feel safe in school and on the playground. They have a secure understanding of how to stay safe in and outside of school, because the school promotes this well.
- There is little evidence of bullying. Pupils confirm this and understand the different forms of bullying. The school ensures that pupils are clear about what to do if they experience it.
- Of the parents who responded to the on-line questionnaire, the majority is happy with pupils' behaviour and the way in which the school tackles bullying. A few expressed concerns. The school's records show a marked improvement in pupils' behaviour over time and the inspection confirms this.
- Pupils' attendance is broadly average. They arrive punctually to school, often encouraged by the varied and interesting before-school activities and clubs.

The leadership and management are good

- Since she took up post in January 2012, the headteacher has swiftly identified the school's strengths and areas requiring improvement. In partnership with the governing body, she has taken decisive steps to secure the stability of staffing and to improve the quality of teaching.
- The local authority provides helpful checks to ensure the accuracy of assessments, for example, in the Early Years Foundation Stage. There is a shared understanding of the areas requiring improvement and the local authority is working in partnership with the headteacher to make the necessary changes.
- Senior and subject leaders have high expectations and model good professional standards in

their work, so that newer members of the team have been inducted successfully and all are working together effectively.

- Professional development is based on the identified needs of the staff and good support is provided to the newly qualified teachers and others at an early stage of their career.
 - There is a shared understanding of how well pupils are progressing and a common approach to ensuring an increasing proportion of consistently good teaching, particularly in English and mathematics, to meet pupils' needs and to raise their attainment.
 - The curriculum is carefully planned to ensure pupils' improving achievement in reading, writing and mathematics and to give pupils a broad range of experiences. This is promoting pupils' spiritual, moral, social and cultural development well, in addition to preparing them with increasing effectiveness for the next stage of education.
 - The school surveys parents regularly and is keen to respond to their concerns. For example, parents have identified that they would like more information about their children's progress. The school has responded positively to this by introducing more opportunities for parents to meet with staff to discuss pupils' progress.
 - The improvements to date and the school's robust self-evaluation and action in light of this, mean that the school is on the way to becoming a good school.
 - The safeguarding of pupils meets requirements.
 - **The governance of the school:**
 - has been effective in securing improvements to the work of the school and the progress of pupils
 - ensures that the governing body has an accurate view of the school's effectiveness and is well informed through reports and visits to school as to the further improvement required
 - ensures the efficient use of financial resources and effective deployment of staff.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117994
Local authority	East Riding of Yorkshire
Inspection number	405734

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	145
Appropriate authority	The governing body
Chair	Diana Hoskins
Headteacher	Gillian Barratt
Date of previous school inspection	13 December 2010
Telephone number	01482 811499
Fax number	01482 817017
Email address	sproatley.head.primary@eastriding.gov.uk

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