

# Sketchley Hill Primary School

Sketchley Road, Burbage, Hinckley, LE10 2DY

**Inspection dates** 21–22 February 2013

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

## Summary of key findings for parents and pupils

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

- Pupils do not make consistently good progress across the school and, given their starting points, progress has not been sufficiently rapid over time.
- Standards in Year 6 are uneven, they are better in English than in mathematics. Marking does not always give pupils clear steps on how to improve their work in mathematics and there are not enough opportunities for pupils to apply their mathematics skills so these develop fully.
- Work is not always at the right level, so it is too easy for some pupils and too hard for others. Sometimes teachers talk for too long so pupils do not have enough time to work on their own or in groups. Teachers do not always check on pupils in lessons and change their teaching if progress slows.
- Leadership and management require improvement because actions taken have not ensured that teaching and achievement are good.
- Assessment information is not always accurate, so pupils falling behind cannot be identified and governors do not have the information to check how well pupils are progressing. Some middle leaders are new to their roles and have not yet had the opportunity to lead developments in their areas.

### The school has the following strengths

- Standards are above age-related expectations at the end of the Early Years Foundation Stage and Key Stage 1.
- Pupils are considerate and polite. The school has helped them to understand their own and each other's feelings and to respect each other.
- Pupils feel safe in school and their attendance is above average.
- The headteacher, well supported by his deputy, is clear on the improvements needed in the school and since his appointment the quality of teaching and pupils' achievement

other.

have improved.

## Information about this inspection

- The inspection team observed 24 lessons or part-lessons, listened to pupils read and attended three assemblies.
- Two observations of lessons and a series of short visits to lessons were carried out with the headteacher. The headteacher was also observed feeding back to staff about pupils' learning and progress in lessons.
- Meetings took place with the Chair of the Governing Body and the chair of the finance committee, staff, pupils and a local authority representative.
- Inspectors took account of the 81 responses to on-line survey Parent View and spoke to parents informally in the mornings before school. The returns from 22 staff questionnaires were also scrutinised.
- The inspection team observed the school's work and scrutinised school records of pupils' progress, self-evaluation and development plans, minutes of the governing body, behaviour, attendance and safeguarding documents.

## Inspection team

Susan Williams, Lead inspector	Additional Inspector
Michael Lafford	Additional Inspector
Patricia Underwood	Additional Inspector

## Full report

### Information about this school

- Sketchley Hill is larger than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium, additional funding for pupils known to be eligible for free school meals and other groups, is below average.
- The school does not use any alternative provision for its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been recent changes in middle leadership, with new subject leaders in English and mathematics.

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

- Improve teaching so that it is consistently good or better and raises pupils' achievement by:
  - ensuring work is at the right level for pupils so it is not too easy or too hard
  - giving pupils more time in lessons to work on their own or in groups
  - ensuring that teachers check on pupils' progress regularly in lessons and adapt teaching where progress slows.
- Raise attainment in mathematics at Key Stage 2 so it is similar to English by:
  - ensuring marking in mathematics has clear next steps so pupils know how to improve their work, like they do in English
  - giving pupils more opportunities to develop and apply their mathematic skills to problem solving.
- Improve leadership and management by:
  - ensuring there is a consistent approach to checking on pupils' progress which is accurate so that pupils falling behind can be identified and progress can be monitored more accurately by governors
  - helping new middle leaders develop their role in leading improvements in English and mathematics.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because, although pupils' progress has improved, it is not yet consistently good across the school. Over time, progress has been variable and pupils have not made enough progress in the school. There are particular variations in Key Stage 2, with better progress in Years 4 and 6 than other years.
- Standards in Key Stage 2 are uneven. Pupils' attainment in English improved last year to be above other schools nationally, although attainment in mathematics remained at a similar level to other schools. There has been a successful focus on improving writing since the previous inspection.
- Standards at Key Stage 1 are above average in reading, writing and mathematics. In the summer of 2012, a higher proportion of Year 1 pupils taking the phonics check (a national assessment of pupils' understanding of the sounds that letters make) reached the required standard than in schools nationally.
- Children enter the Early Years Foundation Stage with skills and knowledge around the levels expected for their age. There is a rich environment for learning which supports children in developing their skills. Adults skilfully work with children, asking questions which encourage their creativity and language development and help them to learn well. This ensures they make good progress and leave Reception with skills above those seen nationally for their age.
- The Early Years Foundation Stage staff work effectively with parents to support children's reading by providing bookmarks with the letters and sounds they are learning and journals with activities so that parents can reinforce what children have learnt in school. The school has promoted reading with visiting authors and has bought more books to encourage reading in the rest of the school.
- The small group of pupils eligible for support from the pupil premium receive additional small-group tuition. The school has also used this funding to train adults working with small groups and to provide additional resources. Progress for these pupils is not consistently good in all year groups. However, focused support is helping pupils to make faster progress and catch up in upper Key Stage 2. Their attainment is slightly above this group of pupils nationally although it remains below that of other pupils in the school.
- Disabled pupils and those with special educational needs receive additional help in lessons and in small groups to help them with their learning. Again, progress for these pupils is too variable across the school. There is still more to be done in the school to ensure the equality of opportunity for pupils' learning and for all pupils to make good progress.

### The quality of teaching

### requires improvement

- Teaching requires improvement because there is too much variability across the school and not enough that is consistently good. Sometimes work is not at the right level for pupils so it is too easy for more-able pupils and too hard for less-able pupils. There are occasions when teachers spend too long introducing lessons and talking to the class so pupils do not get enough time to work by themselves or in groups.

- Teachers do not always check regularly on pupils' learning in lessons so they can adapt their teaching or intervene if pupils' progress slows. This means that pupils do not always make as much progress as they could.
- The school has focused on improving the teaching of writing. A new marking policy has been introduced for writing and teachers mark work regularly with detailed next steps for learning. This means pupils are very clear on how they can improve their work. In mathematics, there is not the same expectation: work is marked regularly, but pupils are not given clear next steps to help them in future lessons.
- In the most effective lessons pupils have opportunities to work in groups and are encouraged to use the skills they have learnt to help them with investigations. For example, in a Year 4 mathematics lesson, the teacher gave pupils opportunities to use their mathematics skills to investigate and solve problems. The range of activities and skilful checking on learning and questioning helped pupils learn well. Generally, however, such opportunities where pupils can apply the skills they have learnt and use them in solving problems are limited.
- Disabled pupils and those with special educational needs receive additional support to help them with their learning with lessons. Where work has been adjusted and is at the right level these pupils make good progress, but there are occasions where work is a little too difficult.

### **The behaviour and safety of pupils are good**

- Pupils behave well around the school and in lessons. They are polite and respectful to each other and to adults. Pupils say they enjoy school and this can be seen in their above average attendance.
  - The school provides sessions to help pupils learn to recognise and talk about their feelings and to understand how to deal with them. Pupils are encouraged to listen to each other and to support each other when they face difficulties. This has ensured the school is effective in promoting good relationships and tackling discrimination. In the last two years there have been no racist incidents and incidents of poor behaviour or bullying are rare.
  - Pupils are confident that if they have a problem staff will help them. They say they feel safe in school. All parents responding to the on-line survey agreed that their child felt safe in school and that they were well looked after. Almost all parents said the school makes sure its pupils are well behaved. All staff completing the survey said pupils are safe in school and that behaviour is good.
  - The school focuses on positive reinforcement and the use of rewards such as the 'Golden Book' for younger pupils, where achievements are celebrated in assembly and displayed for everyone to see on a notice board. Pupils in Key Stage 2 enjoyed the weekly 'Celebration assembly' and listened carefully to the reasons why pupils received certificates. Other rewards such as 'team tokens' and in the Early Years Foundation Stage, 'pennies in the piggy bank', ensure pupils are consistently rewarded for doing well.
  - Pupils are keen to take on responsibilities such as the school council and are aware of environmental issues through the activities they are involved in as 'eco-warriors'. Pupils have a link with a school in Kenya. These activities support their strong social development.
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- Pupils' attitudes to learning are positive and pupils help each other and work well with partners or in groups. Their behaviour is not outstanding as there are times in lessons when their concentration wanders.

### **The leadership and management** requires improvement

- Leadership and management require improvement because teaching and pupils' achievement have not improved enough to be good. Assessment information is not always accurate so staff, including school leaders, do not know precisely how well pupils are doing. This means that those doing less well than they should do not always receive extra help and governors do not have an accurate understanding of how well pupils are progressing. New middle leaders have not yet had the opportunity to lead improvements in their areas of responsibility.
- The headteacher is clear about the direction for the school and has an accurate understanding of its strengths and areas for development. He has focused on improving relationships in the school and wider community, fostering a culture of respect which supports pupils' good behaviour. He is well supported by his deputy and together they have been successful in leading improvements in aspects of teaching such as the development of pupils' writing skills.
- The headteacher sets high standards for the performance of staff. He ensures that teachers' performance targets include pupils making good progress. There are examples of training programmes successfully supporting teachers to teach better.
- The curriculum has been adapted and this is supporting the development of reading and writing in the school. However, opportunities to develop pupils' mathematical skills in Key Stage 2 are more limited. The curriculum is enhanced with a wide range of instrumental tuition, specialist music and sport teaching and the opportunity for pupils in Year 2 to learn yoga. These opportunities along with learning about the similarities and differences between different faiths in religious education support pupils' spiritual, moral, social and cultural development well.
- The local authority has provided effective support for the school to help governors with the performance management of the headteacher and to improve teaching.
- **The governance of the school:**
  - Governors carry out the performance management of the headteacher in September and one governor checks that this process has been carried out for other staff. Through this and the headteacher's report, governors are aware of how good teaching is in the school and what is being done to tackle underperformance. Governors have a pay committee to sign off pay awards for members of staff. Governors are aware of how pupil premium funding is being used and now have a standing item on their agenda so they can receive an update from senior staff about the difference this is making. Governors receive regular updates on pupils' progress. However, governors believe pupils' progress to be more rapid than it actually is because the school's data has not always been accurate. Governors receive regular training. They ensure safeguarding meets statutory requirements.

## 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

<b>Unique reference number</b>	119986
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	405899

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	393
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daniel Banks
<b>Headteacher</b>	Scott Fewster
<b>Date of previous school inspection</b>	10 February 2011
<b>Telephone number</b>	01455 238640
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