

Skipsea Primary School

Hornsea Road, Skipsea, Driffield, YO25 8ST

Inspection dates 21–22 May 2013

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|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Good | 2 |
| 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

- Rates of progress have been inconsistent across all year groups over time and while improvements have been made, not enough pupils exceed their expected levels of progress.
- While the quality of teaching has improved significantly since the last inspection, it is too soon to see a lasting impact on achievement at the end of Key Stage 2.
- Standards in mathematics are still not high enough, in spite of the better progress made by pupils last year in all year groups. Teachers are not identifying enough opportunities to develop pupils' literacy skills and mathematical thinking in other subjects.

The school has the following strengths

- Children in the Early Years Foundation Stage are taught well and make good progress, supported by stimulating indoor and outdoor learning areas.
- Most teaching across the school is now good and sometimes it is outstanding. Improvements in the quality of teaching and changes to the curriculum are leading to pupils' improved overall achievement.
- Pupils' attendance and punctuality have improved. Attendance rates are now at the national average.
- Pupils with special educational needs benefit from well focused support that helps them to make good progress.
- There are excellent relationships between staff and pupils. Pupils are very confident that adults in the school help them to learn and keep them safe. Pupils' behaviour is good at all times and sometimes it is outstanding.
- The headteacher and senior leaders know what has to be done to improve the school further. Staff, governors, the local authority and parents are all highly supportive of leaders and value the improvements that have been made to the school.

Information about this inspection

- The inspector observed seven lessons, two of which were joint observations with the executive headteacher, and made a number of short visits to other lessons.
- Meetings were held with staff, three governors, with a representative from the local authority and with pupils from Key Stages 1 and 2.
- The inspector observed lunchtimes, breaks and an assembly. He examined pupils' work in their exercise books and in displays around the school and listened to pupils read.
- The inspector looked at a wide range of documents including the school's self-evaluation, data on pupils' current progress, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding.
- The inspector took note of the school's most recent survey of parent views and those of the 12 staff who returned inspection questionnaires. There were too few responses to the on-line questionnaire (Parent View) to consider.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

David Brown, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- The school is much smaller than most primary schools.
- The percentage of pupils known to be eligible for the pupil premium funding is above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The majority of pupils are of White British heritage and no pupils speak English as an additional language.
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is well below average.
- The executive headteacher is the headteacher of another local primary school prior to federation in July 2013.
- The school meets the government's current floor standard, which sets out the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve achievement, particularly in writing and in mathematics, by:
 - building on recent improvements in the Early Years Foundation Stage to ensure children make rapid progress in learning right from the start of their time in school
 - sharing best practice in teaching and learning across the school so that all teachers are able to consistently deliver well planned, exciting and challenging lessons
 - providing more opportunities for pupils to practise their literacy and numeracy skills across all subjects
 - embedding the use of tracking information and targets to ensure that lesson planning and delivery takes account of pupils' differing levels of ability and identify underachievement more successfully.

Inspection judgements

The achievement of pupils

requires improvement

- Although improving well, the achievement of pupils still requires improvement because it is not yet as good as that of pupils nationally. Although the attainment of pupils at the end of Year 6 has been rising, it is still below the national average in writing and in mathematics.
- The majority of children join the Early Years Foundation Stage with skills and abilities that are broadly as expected for their age although some children's skills in personal, social and emotional development and in communication, language and literacy are well below expectations. By the end of the Reception Year, children's skills in the majority of areas have improved and are in line with expectations for their age.
- Last year's assessments of Year 1 pupils in phonics (letters and the sounds they make) showed that a below average proportion met national expectations. Improvements in the teaching of phonics is helping to improve pupils' early reading skills, resulting in the current Year 1 class achieving better outcomes.
- The development of reading is now a strength. Pupils early reading skills are developed well and these skills are built on as pupils' progress through the school. By Year 6, pupils enjoy all types of books and are enthusiastic readers. All children have a reading record and parents contribute to this by helping their children to read at home.
- In Key Stage 1, standards in English have fluctuated over the past three years, although attainment in mathematics has steadily increased. More recently, pupils' progress has begun to improve in all areas because of better teaching and more rigorous assessment of pupils' work and progress.
- All pupils leaving Key Stage 2 in 2012 made expected progress in English and most made expected progress in mathematics. However, too few pupils made better than expected progress, particularly in mathematics. The school recognised that this was because there were gaps in the mathematical skills of older pupils, particularly in mathematical reasoning and understanding and has taken action to improve pupils' mathematical skills. However, this has not yet had enough time to make a noticeable impact on overall standards. Inspection evidence from lesson observations, pupils' work, and from school data, indicates that pupils' achievement is improving and that they are catching up on previous weaker performance.
- Pupils who have special educational needs and those who are eligible for pupil premium funding achieve well because they are well supported and work in lessons meets their specific needs well. The school is committed to ensuring every child has equality of opportunity.

The quality of teaching

is good

- The recent appointment of a new senior member of staff to promote better teaching has led to significant improvements and the majority of teaching is now good and some is outstanding. No lessons were judged to be inadequate, although there is still a small minority of teaching that requires improvement. Teachers are committed to improving their skills by sharing ideas and best practice.
- The effect of these improvements can be seen in the improving progress pupils are making in writing and in mathematics. In mathematics, more challenging teaching is beginning to help pupils catch up on previous weaker performance where they had fallen behind. Most teaching now leads to better progress for pupils, although the oldest pupils still carry a legacy of previous underachievement.
- Pupils' work is regularly and thoroughly marked, particularly in English and mathematics. Teachers provide pupils with clear written comments indicating what they have done well and what they need to do to improve further.
- Pupils say that they enjoy school and their lessons and believe that they are taught well.

Teaching contributes well to pupils' spiritual, moral, social and cultural development by encouraging cooperation and through assemblies and a range of educational visits. During discussions pupils were eager to tell the inspector what they were learning and how their skills in reading, writing and mathematics have improved. The school is a very positive and supportive community. Pupils know that their teachers are there to help them and they work well together and with each other.

- In the best lessons, activities progress at a good pace and pupils of all abilities are fully involved and challenged. In a Year 5 and 6 English lesson pupils were encouraged to discuss their thoughts on a recent natural disaster before using poetry to describe the feelings of those involved. In a mathematics lesson involving more-able pupils from Year 3 to Year 6, pupils enthusiastically discussed the properties of three-dimensional shapes.
- Teaching assistants are used well in lessons to support learning, particularly for lower-ability pupils and those who have special educational needs. They make a significant contribution to pupils' learning by helping them to develop and use their literacy and numeracy skills and to contribute to lesson activities. This high quality support enables these pupils to make good progress.

The behaviour and safety of pupils are good

- Pupils' behaviour is consistently good and at times outstanding. Pupils behave well in lessons and are enthusiastic about learning. Teaching promotes good behaviour and good attitudes to learning in lessons across the school.
- There is a very calm and positive atmosphere in the school and relationships between staff and pupils are strong. Pupils take on extra responsibilities, such as the school council, with maturity. These opportunities contribute to pupils' good spiritual, moral, social and cultural development.
- Pupils are responsible around the school and treat each other with respect and care. Older pupils help younger pupils, especially at break and lunch time. Pupils understand the school's high expectations and the sanctions that are fairly applied on the few occasions when individual pupils do not behave well.
- Pupils feel safe in school and have a clear understanding of what makes an unsafe situation. They talked knowledgeably about e-safety and the dangers of internet sites and chat rooms. Incidents of bullying are very rare and pupils are well prepared to deal with all types of bullying. They were keen to point out that should it ever occur, the staff would deal with it quickly and effectively.
- The school works tirelessly to make sure that pupils attend school regularly and has well established procedures to promote good attendance. Attendance has improved in recent years and is now at the national average. Punctuality is good and reflects well on pupils' positive attitudes towards learning and their enjoyment of school.

The leadership and management are good

- The executive headteacher, supported by a talented assistant headteacher, committed staff and a supportive governing body, has worked tirelessly to raise pupils' achievement. Clear progress is being made against the priorities detailed in the school's development plan and, as a result, pupils' progress is now accelerating. However, this is not yet rapid enough to overcome some historical gaps in pupils' learning.
- Leaders ensure that teachers now focus on raising pupils' achievement. Regular lesson observations and accurate feedback to teachers on their performance ensure that teaching and achievement continue to improve. The executive headteacher uses information about the quality of teaching well when developing the training programme for staff, and when advising the governing body about teachers' promotion and movement up the salary scale.

- Staff have embraced the opportunities provided for them to be supported or to take part in shared training alongside their colleagues in other schools. The staff now form a strong team which is highly committed to moving the school forward. All say that they are proud to be part of the school.
- The school's curriculum provides a well balanced range of subjects, topics, enrichment and after-school activities that pupils enjoy and makes a positive contribution to pupils' good spiritual, moral, social and cultural development.
- All statutory policies relating to the safeguarding of pupils are in place and are effective.
- The local authority provides effective support and challenge. The authority improvement adviser has supported the appointment of the executive headteacher and the proposed federation of the school with a nearby primary school. He carries out termly visits to the school and provides guidance on achievement to senior leaders and governors. Local authority consultants have provided effective support to the school in its work to secure improvements in teaching, particularly in mathematics. Governors have benefited from a range of training programmes that have helped them to develop their skills and expertise.
- **The governance of the school:**
 - Governors are highly supportive of the school and are proud of the improvements that have taken place, although they are aware that there is still more to be done. They check to ensure that the arrangements for safeguarding meet all current requirements and manage the school's budget well, including the use of the pupil premium funding. Through the executive headteacher's report and by visiting the school, governors are aware of the quality of teaching in the school and how teachers' performance is managed. However, they do not as yet have the skills required to check data about pupils' performance thoroughly.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 117882 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 405729 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 61 |
| Appropriate authority | The governing body |
| Chair | Andrew Eastwood |
| Headteacher | Carole Shiels (Executive Headteacher) |
| Date of previous school inspection | 21 June 2011 |
| Telephone number | 01262 468394 |
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