

Sigglesthorpe Church of England Voluntary Controlled Primary School

Main Street, Sigglesthorpe, Hull, HU11 5QA

Inspection dates

17–18 December 2013

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

- Achievement in reading, writing and mathematics has not yet reached the point where it is good. Over time, pupils do not make as much progress as they could.
- For older pupils in the school, the quality of teaching over time has varied in quality. Some teaching has been inadequate, which means that some pupils have ground to make up with their spelling, punctuation, grammar and basic mathematics skills.
- There is not enough good and outstanding teaching to make up for pupils' past underachievement in Key Stage 2.
- Work is not always matched well to pupils' different abilities; feedback on work is not always sufficiently precise; teaching assistants sometimes provide too much help to pupils.
- In a minority of classes, the assessments of pupils' abilities are too generous, which gives a distorted picture of their progress.

The school has the following strengths

- Achievement is rising rapidly. In Key Stage 1, standards are well above average and have been rising for three years.
- Children's rate of progress in the Early Years Foundation Stage has accelerated. Many children now make outstanding progress.
- Teaching across the school is improving. The latest assessments show that pupils in Key Stage 2 are beginning to make good progress.
- Behaviour is good. The school is particularly successful with those pupils who have difficulty managing their tempers or who present very challenging behaviour.
- Since her appointment, the headteacher has introduced many changes which are now resulting in impressive improvements to achievement and the quality of teaching.
- Subject leaders have been an important driving force in the school's improvements.
- The governing body offers an impressive level of challenge and has been instrumental in supporting the changes that have been necessary to improve the school.

Information about this inspection

- The inspector observed five parts of lessons, taught by four staff, of which four were jointly observed with the headteacher.
- Meetings were held with the headteacher, pupils, other staff, a representative from the local authority and members of the governing body.
- Insufficient responses had been received for there to be an analysis, on the on-line questionnaire for parents (Parent View). The inspector took account of the school's recently completed survey for parents.
- The inspector scrutinised a number of documents including school improvement plans, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Robert Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Overall, an above average proportion of pupils is eligible for the pupil premium, which provides additional funding for those pupils in local authority care and for pupils known to be eligible for free school meals and children from service families. However, in some year groups, few pupils are eligible for this funding.
- The proportion of pupils with special educational needs and supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- All pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The present headteacher took up her post in September 2012. This academic year, two staff have left and three have joined the school.

What does the school need to do to improve further?

- Raise achievement in all subjects in Key Stage 2 and improve the quality of teaching so that they both become at least good by:
 - ensuring that pupils' basic mathematics, spelling, punctuation and grammar skills are as good as they can be
 - matching pupils' work to their different abilities with more precision so that they find the work neither too difficult nor too easy
 - improving the quality of feedback given to pupils so that they are able to respond to the comments and make immediate improvements to their work
 - ensuring that teaching assistants do not give pupils too much support so that it prevents them from solving their own problems.
- Ensuring that teachers' assessments of pupils' work, particularly of the most able, are accurate in all classes in Key Stage 2.

Inspection judgements

The achievement of pupils

requires improvement

- Over the past three years, in this school with few pupils in each year group, standards have varied between above average and below average. Pupils' progress from their starting points has also greatly varied.
- Previous weaknesses in teaching in Key Stage 2 mean that pupils still have ground to make up with their basic mathematics, reading, spelling, punctuation and grammar skills. Some pupils in Key Stage 2 struggle with times tables and calculating numbers mentally. Some still do not use correct basic punctuation in all their writing, nor do they spell accurately.
- Some writing work in Key Stage 2 that contains good sentence structures and vocabulary also contains numerous spelling errors, missing capital letters and weak punctuation. This shows that, while their work is improving in some respects, the skills that should have been learned when these pupils were younger are not yet strong enough.
- Children start school with skills and abilities that are appropriate for their age. The progress they make is accelerating quickly and this good work is being continued into Key Stage 1. Standards at the end of Key Stage 1 are now well above average in all subjects, which means that pupils' progress is at least good, and often outstanding, from their different starting points.
- In the Early Years Foundation Stage, all adults do everything they can to make sure their assessments of children's abilities lead to identification of the next steps in learning. Record keeping is meticulous and children begin Year 1 able to calculate numbers at least up to 20 and to write simple sentences. The emphasis on improving children's speaking skills enables them to communicate well with each other and improves their vocabulary and social skills. Parents are extremely well involved in developing their children's skills. Children are encouraged to play sensibly, be polite to each other and have fun when learning. As a result, they enjoy everything they do.
- Key Stage 1 pupils build on this good work. They begin to read and enjoy both fiction and non-fiction books. Pupils in Year 2 read fluently and use their well developed skills to split unfamiliar words into syllables in order to read them. Pupils are beginning to use the school's library more regularly and borrow books to read at home.
- While achievement in Key Stage 2 requires improvement to overcome past inadequacies, inspection evidence shows that pupils are now making rapid gains in their learning in all subjects.
- The pupil premium is well used to boost pupils' reading and writing skills and, sometimes, to provide one-to-one support. The gap in attainment between those who benefit from the funding and other pupils is closing rapidly in most year groups in all subjects. In Year 6 in 2013, too few pupils were eligible for the funding to be able to make comparisons between their attainment and that of others.
- Disabled pupils and those who have special educational needs make similar progress to their peers. The most able pupils across the school also now make good progress in all subjects.

The quality of teaching

requires improvement

- Over time, the quality of teaching has varied too much. Some has been inadequate. This inconsistency has led to the rate of pupils' progress varying from year to year.
- While improving, not enough teaching is consistently good or outstanding in Key Stage 2 to make sure all pupils make up for previous lost time.
- In some lessons, work is not matched well enough to pupils' different abilities. This means that, at times, some pupils find the work too difficult and others too easy. The work of some more able pupils is too generously assessed in Key Stage 2.

- The quality of feedback given to pupils on their work varies. In some classes, the quality of feedback has improved significantly, but this is yet to become consistently good across the school. Sometimes, simple congratulatory comments are given, which do not give pupils sufficient information with which to improve their work. Some teachers write questions to pupils which they must answer as soon as they receive their work back. This ensures they make immediate improvements.
- The support provided by teaching assistants varies in quality. Where it is less effective, they offer pupils too much help with their work, which sometimes prevents pupils from solving their own problems. Elsewhere, teaching assistants gently guide pupils to solve their own problems and ask questions which make them answer in full sentences and improve their speaking skills.
- The quality of teaching is improving. This is most evident in the Early Years Foundation Stage and in Key Stage 1, where good teaching over time is reflected in the rapidly rising achievement. The school's own records of teaching quality indicate a greater proportion of good and outstanding teaching in these two key stages.
- In Reception, children are taught basic skills in imaginative ways. For example, one child had cut out different sized triangles and placed them all into a large collage to make a Christmas tree. Similarly, in Key Stage 1, pupils played 'pass the parcel', revealing words which made them practise the different sounds made by the letter 'u'. Such activities make learning fun and, as a result, pupils are eager to learn more.
- The school's latest tracking indicates that in Key Stage 2, improvements in teaching are having a positive impact with raised achievement across all subjects.

The behaviour and safety of pupils are good

- Pupils take a pride in their work. This is because staff take every opportunity to praise them for the good work they do. Pupils show off their work proudly and talk enthusiastically about what they have learned from it.
- Pupils are polite and courteous to each other. They wear their uniform smartly at all times and are respectful to all adults, whether they be dinnertime supervisors or teachers.
- Some pupils are trained 'SPOTS' (Solves Problems and Other Troubles), whose job it is to resolve minor conflicts and squabbles. They speak keenly about their work at lunchtimes and how they have helped pupils to be friends again after a 'falling out'. Other pupils take on responsibilities such as becoming a member of the school council.
- The school keeps detailed records of bullying and poor behaviour which show a reduction of incidents. This ensures that school leaders are able to keep a track of any patterns of behaviour and take action where needed.
- The school is particularly successful in working with pupils who might find behaving well a challenge, due to a disability or special educational need. The communication with these pupils' parents is excellent and helps to support behaviour at home as well as at school.
- Pupils have a good understanding of the potential dangers faced by using mobile phones and the internet.
- Attendance is rising and is above average.
- Parents are overwhelmingly supportive of the school and feel their children are well looked after and that behaviour is good.

The leadership and management are good

- The headteacher, on her appointment, realised that the quality of teaching was not good enough, that pupils had underdeveloped basic mathematics and literacy skills, that subject leaders did not have a useful role to play and that the quality of teaching was not being checked

often or well enough.

- Fifteen months later, rigorous checks on the quality of teaching, frequent staff training, links with a neighbouring school, incisive data analysis and tracking are all having a positive impact on the quality of teaching and achievement.
- Staff are now held very closely to account for the progress their pupils make. Any pupils who fall behind are quickly identified and measures put in place to make sure they catch up. This is only made possible because the quality of tracking has improved significantly through a rigorous system of measuring progress over the year and over a longer period of time.
- The progress of all groups of pupils is checked regularly; it is particularly detailed in relation to those eligible for the pupil premium. This means that the school promotes equal opportunities well.
- Subject leaders now play a significant part in ensuring that the quality of teaching improves and that the curriculum is designed in a way to enable pupils to use and apply their reading, writing and mathematics skills across all subjects. In the curriculum, there are good opportunities for pupils to improve their writing skills across all subjects.
- The goals that are set out in the plans to improve teaching and raise achievement further are very specific. They are checked on a regular basis by leaders and the governing body to ensure the school is on track to meet them.
- Excellent links with the local church together with good opportunities for pupils to attend residential trips, to make music and sing mean that pupils' spiritual, moral, social and cultural awareness are good.
- The school uses the sports funding to make links with other schools for hockey, football and athletics competitions. Participation rates in sports have risen, particularly through unusual activities such as the recent 'boot camp', which pupils enjoyed enormously. This involved pupils in military-style circuit training, which the school intends to continue when the funding stops.
- The local authority has given excellent support to ensure that the weak teaching that adversely affected progress was dealt with swiftly. It has ensured, successfully, that teachers are able to share their expertise and learn from a local high-performing school.

■ **The governance of the school:**

- The governing body offers an impressive level of challenge and support for the school. Its members have an excellent understanding of achievement data and how this is used to make sure targets for all pupils are challenging and that achievement continues to rise year-on-year. The information governors receive from the headteacher is of high quality, which enables them to ask challenging questions. They oversee the management of teachers' performance well and ensure there is a clear link between teachers' pay and their teaching ability. The governing body has a detailed overview of how the pupil premium is being used and how it is impacting on pupils' achievement in all subjects in every year. It ensures that safeguarding requirements are met.

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	117991
Local authority	East Riding of Yorkshire
Inspection number	425819

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	53
Appropriate authority	The governing body
Chair	Paul Evans
Headteacher	Rosie Fisher
Date of previous school inspection	1 December 2011
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