

Skidby Church of England Voluntary Controlled Primary School

Main Street, Skidby, Cottingham, HU16 5TX

Inspection dates 11–12 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
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 good school.

- Based on their starting points, pupils' achievement is good overall. They make good progress as they move through the school.
- By the end of Year 6 most pupils reach expected standards in English and mathematics and many exceed the expected standards.
- The quality of teaching is good overall. In most lessons, teachers challenge pupils to think and enable them to develop their skills and knowledge well.
- Pupils' behaviour is good. They have good attitudes to learning and this is reflected in the good progress they make. They say that they feel safe at all times, based on the school's effective safeguarding arrangements.
- Pupils recognise the strengths of their small school. They say that all pupils get on and play well together. They are adamant that there is no bullying at the school.
- The school is led well by the experienced headteacher. The small team of teachers and support staff work closely with the headteacher and support him well in maintaining school improvement, including the quality of teaching and pupils' achievement.
- The middle leaders work effectively to check on their subjects. They use the information gained well to raise standards.
- Governance is good. Governors have a clear understanding of the school's strengths and work well together and with the staff to tackle weaknesses identified.
- Parents' views of the school are positive. They support the school well.

It is not yet an outstanding school because

- The quality of teaching is variable across the school.
- The opportunities for learning outdoors for children in Early Years Foundation Stage are not as good as those within the classroom.

Information about this inspection

- The inspector observed four teachers teaching six lessons.
- He observed pupils in lessons, at play, in assembly and as they moved around the school.
- Discussions were held with the staff, the Chair of the governing body and other governors, pupils, a representative of the local authority and a few parents.
- The inspector heard children read from Years 2 and 6. He reviewed in detail pupils' work from across the school.
- The inspector took account of the 15 responses from the on-line questionnaire (Parent View) and the views of parents he met during the inspection.

Inspection team

John Foster, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational need is average.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, those who are looked after by the local authority and those of serving forces personnel.
- In 2013, the school met the government's current floor standards that are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that the quality of teaching is consistently good or better in all areas of the school by:
 - giving specific support to teachers where weaker practice is identified
 - enabling teachers to share good practice across the school
 - maintaining brisk learning in lessons.
- Ensure that children in the Early Years Foundation Stage have opportunities to develop their skills and knowledge fully by:
 - planning more effectively for using the outdoor learning area to match the quality found in the classroom
 - making sure that the quality of teaching for children in the Early Years Foundation Stage matches that found in other phases of the school.

Inspection judgements

The achievement of pupils

is good

- The small number of pupils in each year group in school means that data relating to the school's performance may be unreliable. When judged against national data, for example, the school's results do not paint an accurate picture of pupils' progress or of standards over time.
- Children begin in the Reception Year with skills and knowledge that are in line with those expected for their age. The teaching they receive enables them to make expected progress in their learning, although few make better than the progress expected. While they are given good opportunities for developing their skills and knowledge in the classroom, too few opportunities are planned to extend their learning in the outdoor area.
- Throughout Key Stages 1 and 2, pupils are taught well and, as a result, they make good progress overall. Although variable year by year, by the time they leave the school at the end of Year 6, most pupils reach average standards in English and mathematics and many exceed them.
- In the national tests in 2013, the proportion of pupils making expected progress matched that found nationally, although too few did better than this. The school's data show that, though a very small year group, the current Year 6 pupils are on course to make better than expected progress in English and mathematics and thus reach above average standards. Indications are that most pupils in Key Stage 1 and Key Stage 2 are also on course to make better than expected progress because of the good teaching they currently receive.
- The most-able pupils are catered for well at the school. Their teachers ensure that they are given work that challenges them fully so that they can maintain good or better progress. For example, one pupil in Year 6, who is exceptionally able in mathematics, is given work suitable for pupils in Year 9 in order to stretch his thinking and develop his skills further.
- Disabled pupils and those with special educational needs are challenged well in their work. They are given specific support according to their needs and, as a result, make similarly good progress to that of other groups of pupils.
- The small group of pupils eligible for support through the pupil premium make similar progress to that of other groups of pupils. However, the small numbers of pupils in each year group who are known to be eligible for free school meals make comparisons of their attainment in relation to non-eligible pupils unreliable. The school's data show that they make similar progress and that their attainment overall matches, and sometimes exceeds, that of other pupils. The funding available has been used to provide extra support for this group of pupils. The school works hard to ensure that there is no discrimination and that all pupils are treated fairly.
- Pupils enjoy reading and say that they read regularly both at school and at home. The good teaching in English and mathematics ensures that pupils achieve well so that, by the end of their time at the school, they are well prepared for the next stage of their education.

The quality of teaching

is good

- The quality of teaching, although good overall, is variable across the school. There are particular strengths for pupils in Key Stages 1 and 2. The pupils in the class for older pupils are taught consistently well and, for much of the time, the teaching they receive is outstanding. This ensures that they make consistently good progress.
- An example of where pupils made outstanding progress was during a mathematics lesson for pupils in the Years 4, 5 and 6 class. When the time came to change groups so that the teacher could check on how each group was getting on, this was done quickly and quietly, and pupils settled to work rapidly. Pupils knew exactly what they were doing at every stage of this lesson and what they were aiming to achieve. Assessments throughout the lesson made it clear that pupils were reaching their potential.
- Opportunities to support teachers where weaker practice is identified are not always taken,

however, for example, by sharing good practice found in some areas of the school.

- Teachers ensure that their pupils are challenged in their work so that they maintain good or better progress in developing the skills and knowledge they need. Teachers use questions well to drive learning forward and to assess how well pupils understand what they are being taught. At times, however, pupils do not make fast enough progress because the work they undertake is insufficiently demanding in relation to their abilities and how well they are able to think things through for themselves.
- Teachers' planning overall is good, so that the work for individuals within the small year groups is relevant to their learning needs. In an English lesson for pupils in Years 2 and 3, for example, the groups within the class were given different tasks to ensure that they were challenged well enough to make good strides in their learning. Pupils were asked to describe 'Bad People' and design 'Wanted' posters, such as those seen on films about the Wild West. The pupils relished the challenge and worked hard to complete their tasks, using a wide range of descriptive words.
- Teachers generally have very high expectations of their pupils and the good relationships that exist between pupils and the adults in school support pupils' learning well. Pupils know that they can ask questions to help their learning and are not afraid to make mistakes for fear of ridicule. They trust their teachers and support each other in their work.
- Teaching in the Early Years Foundation Stage is not as strong as in the rest of the school. Children have too few opportunities to develop their skills and knowledge in the outdoor learning area. While the work indoors generally reflects the needs of young children, not enough emphasis is given for the children to participate in activities to improve their experience through play.
- The quality of teachers' marking is good. It clearly identifies for pupils what they are doing well and what they need to do to improve still further. The pupils' own response and the links to their targets are vital aspects of the success of the scheme. Pupils are aware of their targets and strive to reach them.
- Teachers promote pupils' spiritual, moral, social and cultural development well. Pupils are encouraged to support each other in their work and are given regular opportunities to work together in pairs and groups and they do so enthusiastically.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. For much of the time, particularly in lessons, it is exemplary. This is most often the case when the lessons offer pupils significant challenge.
- Pupils settle down well to work and maintain their concentration on their tasks very well. Very occasionally they do not pay full attention to the teacher, particularly when the teacher is talking to the whole class, and sometimes they become disengaged and begin to fidget so that their learning slows.
- Pupils have very good attitudes to learning overall. They are keen to please their teachers and recognise that their good behaviour is an important aspect in making good progress in their learning.
- Pupils told the inspector that they all get on well together. They are proud of their school and the older pupils look after the younger ones well. All pupils are encouraged to do their best and follow the school's 'MARCH' motto (Make mistakes; Ask questions; Respect; Care for each other; Have fun!). By doing this, they gain the most from their time at the school. Pupils know about different kinds of bullying but are adamant that there is no bullying at their school.
- The school's work to keep pupils safe and secure is good. Pupils told the inspector that they feel safe in school at all times. The school's arrangements for ensuring pupils' safety are well established and effective.
- Attendance levels are above those found nationally. The school works well with parents to ensure regular attendance, although a few families do not always ensure that their children attend regularly.

The leadership and management are good

- The school is led effectively by the experienced headteacher. He has a clear vision for the school's development and, in this he is fully supported by the staff, governors and the parents.
- As a result of effective checking of the school's performance and clear planning for its future, the school has made good progress since the previous inspection. Close checks on the quality of teaching have led to improvements so that, in most lessons, pupils are taught consistently well.
- Middle managers perform their duties effectively. Subject co-ordinators for English and mathematics make frequent checks on the quality of teaching and learning in their subjects and ensure that plans for developing them are fully implemented. This has led to improvements in the progress made by pupils and has raised standards.
- The school has effective systems for checking the performance of staff. A programme of regular observations and discussions with staff ensure that appropriate targets are set. The staff recognise that these targets need to be met in order to secure pay progression.
- The school provides a good curriculum for its pupils. Termly topics are designed to ensure that pupils develop their skills across a wide range of subjects. The school uses visits and visitors well to make learning more exciting for its pupils and support pupils' spiritual, moral, social and cultural development.
- The primary school sport funding has been used effectively to improve the quality of physical education. A sports coach has been appointed and staff work alongside the coach in order to develop their skills so that in future they will be able to continue to support pupils in this area.
- The local authority provides light-touch support to the school in order to monitor the improvements made by the school.
- Safeguarding arrangements are good and meet current requirements.
- **The governance of the school:**
 - Governance is good. Governors have a clear understanding of the school's strengths and where improvements need to be made because they are fully involved in checking the school's performance. Recent changes to the format of the governing body mean that individual governors are linked with a specific member of staff or a specific area of responsibility. These links mean that the governors' individual skills are used most effectively. The governors understand how the school's data may be used to improve pupils' performance, including those who are eligible for support through the pupil premium. Governors are fully involved in checking the performance of staff. Any weaknesses identified are tackled effectively, ensuring that targets are met before pay progression is considered. The governors understand about the school's funding and ensure that funds are used to best effect to raise standards further.

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	117992
Local authority	East Riding of Yorkshire
Inspection number	430879

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	The governing body
Chair	Eric Roustaby
Headteacher	Steve Honey
Date of previous school inspection	16 May 2012
Telephone number	01482 846169
Email address	skidby@eastriding.gov.uk

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