

Sproatley Endowed Church of England Voluntary Controlled School

Balk Lane, Sproatley, Hull, HU11 4PR

Inspection dates 22–23 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Teaching requires improvement. There has not been enough good or better teaching across the school for all pupils to make good progress.
- The pace of learning, although improving, is variable and not raising standards fast enough. Attainment at the end of both key stages, particularly in mathematics, is not high enough.
- Work is not always sufficiently well planned to offer appropriate pace or challenge. Teachers do not expect enough of the most able pupils.
- Pupils do not always concentrate fully in lessons and take a pride in the presentation of their work.
- While marking has improved it does not routinely give good guidance about how pupils can improve their work or give them the opportunity to respond to the comments made.
- Subject leaders are not contributing fully to driving improvements to the quality of teaching and pupils' achievement.
- Changes to provision have not yet had enough of an impact on the quality of teaching and pupils' achievement.

The school has the following strengths

- Provision in the Early Years Foundation Stage has improved and children achieve well because of effective teaching and an exciting and inviting environment.
- The wide range of enrichment activities are thoroughly enjoyed by all pupils.
- Senior leaders have tackled underperformance rigorously and made many changes for the better.
- There are positive relationships throughout the school and pupils are polite and friendly. The school provides a calm, safe working environment. Pupils enjoy school and attendance is above average.
- Unavoidable changes in staffing and leadership have been well managed.

Information about this inspection

- Teaching and learning were observed in eight lessons and pupils' work was examined, especially in English and mathematics. Some observations were done jointly with the acting headteacher.
- Meetings were held with staff, members of the governing body and a representative of the local authority. Pupils were spoken to informally and one meeting with pupils was dedicated to a discussion of reading, with an opportunity for pupils to read aloud.
- The inspector took account of the 37 responses to the online questionnaire (Parent View) and 25 responses to the staff questionnaire.
- A range of documentation was looked at including records relating to pupils' progress, behaviour, attendance and safeguarding, the school's action plans, leaders' monitoring records and governors' minutes.

Inspection team

Lindsay Hall, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average primary school. Almost all pupils are of White British heritage. Pupils are taught in five classes, four are of mixed ages.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion of disabled pupils and those with special educational needs supported at school action plus or with a statement of special educational needs is slightly below the national average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority is well-below national averages.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school has experienced changes in senior staff since the previous inspection. The deputy headteacher has taken on the role of acting headteacher since September 2013.
- Seven new governors have joined the governing body since September 2013.

What does the school need to do to improve further?

- Make teaching consistently good or better by ensuring all teachers:
 - have high expectations and insist on high standards of behaviour in lessons, presentation of work and handwriting or the recording of calculations
 - make next steps clear in marking and check that pupils respond to these, improving their work
 - use assessment rigorously to provide all pupils with suitably challenging work.
- Raise attainment in mathematics across the school by ensuring that:
 - the most able pupils are challenged in their work
 - basic arithmetic skills and number facts are secure for all pupils.
- Improve the effectiveness of leaders and managers by:
 - developing the role of subject leaders in taking more effective actions to improve teaching and raising pupils' achievement through more rigorous monitoring and detailed analysis of assessment data.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress has improved this year but it is not yet good because it is uneven across year groups. Inconsistent teaching over time has not enabled pupils to make the good progress of which they are capable. The most able pupils are not given challenging enough work, especially in mathematics.
- Children enter the school with levels of achievement below those expected for their age, particularly in their personal and social skills and in language and communication. There have been many improvements in the Early Years Foundation Stage and they are now well taught and make good progress. In 2013, children entered Year 1 at levels expected for their age.
- The teaching of phonics (the understanding of the sounds letters make) is secure and this was evident when younger pupils read to the inspector. They enjoy reading books and were able to correctly use letter sounds to work out words and read fluently. Results of the Year 1 phonics screening check have improved and are now similar to the national average.
- At the end of Year 2 in 2013, the proportion reaching the expected and higher levels in reading and writing were broadly similar to national averages. Attainment in mathematics at Key Stage 1 has remained stubbornly low over the previous three years. Present school data indicate some improvement but the proportion reaching the higher levels remains below average.
- Expected progress at the end of Year 6 for reading, writing and mathematics in 2013 was broadly similar to the national averages. The proportion reaching the higher levels and making more than expected progress in all subjects was lower than national averages and significantly so in mathematics. Progress has been more rapid this year and school data indicate that a greater proportion of pupils are expected to reach the higher levels in all subjects.
- Disabled pupils and those who have special educational needs are well catered for with additional support by skilled teaching assistants to improve their learning. However they make similar progress to other pupils in the school because they receive the same teaching as others when they are taught in a whole class situation.
- The number of pupils eligible for the pupil premium is too small to comment on their attainment without identifying them. They receive well-targeted one-to-one and group support for their literacy and numeracy and make progress similar to their peers.

The quality of teaching

requires improvement

- Information gained from marking and assessments in mathematics is not used well enough by teachers to plan different activities for pupils of different abilities and this slows progress. Often expectations are not high enough and work is too easy or repetitive. As a result, the most able pupils are not making sufficiently rapid progress in mathematics.
- Teaching has improved since the start of the year but has not been consistently good over time, particularly in mathematics, to help pupils sustain good progress and achieve well.
- Teachers' explanations are not always clear enough and opportunities are missed to check that all pupils understand what is expected of them before starting independent work. This results in some pupils being slow to start their work and therefore not having time to do their best.
- School leaders correctly identified that pupils had a lack of knowledge and confidence in basic mathematical skills. The recently introduced whole-school teaching programme for mathematics, which focuses on basic number facts such as instant recall of multiplication tables and methods of calculation, is beginning to have a good impact on progress and raise standards. Daily mathematical problem-solving activities encourage pupils to use and apply these basic skills, reinforcing learning and supporting progress.
- Marking has improved since the previous inspection but it is still not good. Teachers give compliments and praise, developing a positive attitude to learning. They also provide some useful next step comments about how pupils can improve their work. But these are not

sufficiently regular or consistent across all subjects and year groups. Marking is stronger in English than in mathematics. Pupils do not always have time to respond to the comments or show they have acted upon them.

- In the Early Years Foundation Stage, detailed checks on children's starting points and regular observations of their progress are used to plan the next steps in their learning, to extend their knowledge and build on what they have already learned effectively. They have plenty of opportunity to explore and try new things and are encouraged to make choices and become independent learners.
- A good feature of teaching is that teachers ask questions that probe pupils' knowledge and understanding effectively and then go on to challenge pupils' answers with follow up questions. This helps pupils to explain their thinking and refine their ideas. Teachers always listen carefully to responses and value pupils' contributions.

The behaviour and safety of pupils

requires improvement

- Pupils sometimes take too long to settle once they have been given instructions because their teachers' expectations are not high enough, resulting in some pupils producing an insufficient quantity of work and wasting time.
- The handwriting of some of the older pupils is not joined up and is careless and untidy. Mathematical calculations are not always carefully presented in books resulting in inaccuracy and mistakes. Pupils' poor presentation shows a lack of pride in their work but is not always challenged by teachers.
- The school's work to keep pupils safe and secure is good. Staff have up-to-date knowledge of pupils' social and medical needs. They use this information carefully in their work with outside agencies to keep a close check on pupils' welfare and achievement. The vast majority of parents who expressed a view believe their children are happy, well cared for and safe at school. Pupils are well supervised by staff at break-times.
- Records show there are few incidences of poor behaviour, but when they do occur they are dealt with promptly and effectively by staff. Pupils behave well as they move around the school and in lessons where they usually feel motivated to learn and confident to participate fully in class activities. Relationships between adults and pupils are warm, caring and very respectful.
- Pupils understand about different types of bullying including name-calling and cyber-bullying. They have recently had an anti-bullying week and one of their posters stated, 'Be a buddy, not a bully.' The different Christian values which are themes in assemblies promote spiritual, moral, social and cultural development and support the calm, welcoming ethos throughout the school.
- Pupils' attendance at school is above average. Pupils agree they are happy at school and like coming to school. They are enthusiastic about the wide range of before- and after-school clubs and the well-run breakfast club.

The leadership and management

requires improvement

- There has been a well-managed temporary change of headship since the previous inspection, with the deputy headteacher taking on the role of acting headteacher. Timely and practical actions to raise standards in the Early Years Foundation Stage have been effective. Her well-considered actions to improve teaching and assessment procedures and to raise attainment in mathematics are not yet sufficiently rooted in the school's work. Although teachers have responded well to the raised expectations of their performance and are positive about the changes, consistency has not been fully achieved.
- Much of the responsibility for checking the school's work is undertaken by the acting headteacher. Subject leader roles are not fully developed and they have not carried out close checks within their areas of responsibility. Consequently, they do not have the detailed overview and understanding of pupils' performance across the school in order to have a strong influence

in driving the school forward.

- A large amount of information is collected about pupils' academic achievements, but this assessment data are not always analysed, shared or used well enough to accelerate pupils' progress within individual key stages.
- The school ensures that there is no discrimination and promotes equal opportunities adequately. Pupil premium funding has been used to give one-to-one and small group tuition and programmes to accelerate academic achievement. It has also been allocated to support pupils' well-being and social development and to provide extra-curricular activities and music tuition.
- Classroom displays and topic books contain a wide range of interesting work and many examples of extended writing covering a number of curriculum subjects. Displays of pupils' work as well as pupils' attitudes towards each other, clearly illustrate the promotion of spiritual, moral, social and cultural development throughout the school.
- The school has drawn up suitably detailed plans and makes good use of the primary sports funding. A broad range of activities are offered both during, before and after school. It has significantly expanded the range of sporting opportunities open to pupils and they also have more opportunity to take part in inter-school activities and competitions.
- The local authority has provided support to the school since its previous inspection when it was designated a 'priority' school. It accurately identified key areas for development and has provided organised training programmes to improve teaching and subject knowledge which have underpinned the school's steady improvement over the previous year.
- **The governance of the school:**
 - The governing body works effectively as a team and the new governors have embraced their roles attending training and increasing their involvement in the life of the school. They also support the school through their regular attendance at events and on school trips.
 - Governors are conscious of actively challenging the school. They know the school's strengths and what the school needs to do to keep improving. They understand how well the school is doing compared to other schools nationally.
 - Governors make visits to the school and have a developing understanding of teaching and learning and how different groups of pupils are making progress across the school.
 - Governors are knowledgeable about the management of teachers' performance and the national Teacher' Standards and how these affect pay rises and promotion.
 - The governing body manages finances effectively and discuss whether the pupil premium and sports funding is used effectively.
 - It ensures that the school's systems for safeguarding meet current national 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

Unique reference number	117994
Local authority	East Riding of Yorkshire
Inspection number	442305

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	140
Appropriate authority	The governing body
Chair	Diana Hoskins
Acting Headteacher	Paula Townsend
Date of previous school inspection	2 October 2012
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