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Mrs Gillian Pepper
Headteacher
Sproatley Endowed Church of England Voluntary Controlled School
Balk Lane
Sproatley
Hull
HU11 4PR

Dear Mrs Pepper

Requires improvement: monitoring inspection visit to Sproatley Endowed Church of England Voluntary Controlled School, East Riding of Yorkshire

Following my visit to your school on 15 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

This was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in May 2014. At its previous section 5 inspection the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- identify more clearly how and when leaders will check on the impact of planned improvements, particularly those designed to improve the consistency of classroom teaching
- identify clearly when and what information will be provided to governors so that they are able to evaluate the impact of planned improvements
- work with the local authority to identify opportunities to learn from better performing schools.

Evidence

During the visit, I held meetings with you, the deputy headteacher, five parents, five members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. I evaluated the post inspection action plan and looked at a range of evidence including information on pupils' progress and the minutes of governing body meetings. You accompanied me on a tour of the school and we spent some time visiting classrooms, including sampling some pupils' work and talking to pupils.

Context

There have been a small number of changes to the school's context since the last inspection. The headteacher has returned from maternity leave and the deputy headteacher is about to begin her maternity leave. A newly qualified teacher has been recruited to work at the school for a year. A higher level teaching assistant has left the school.

Main findings

A post inspection improvement plan, with actions, timescales and milestones has been put together to address all of the areas requiring improvement. Senior staff know where most improvement is needed and understand the importance of improving the consistency of the quality of teaching and achievement for pupils. Plans indicate that senior staff will check on the impact of planned improvements but it is not clear how and when this will be done. There is some evidence of the early impact of the school's work.

- The pupils were able to talk about the importance of presenting their work neatly and doing their best handwriting. Sampling of a small number of books indicates that work across a range of subjects is now of improving quality and quantity.
- The importance of neat handwriting is stressed to even the youngest children, who are being taught how to form letters more systematically.
- Attainment at the end of Year 6 improved in 2014, representing better progress for these pupils than previous groups.
- Teachers are being more robustly held to account for the progress of pupils in their class.
- Performance management is being used to identify individual training and development needs for each teacher. Consequently, some have begun to attend courses designed to improve their teaching.
- All teachers have identified the most able pupils in their classes and have begun to identify how they will challenge these pupils in each lesson.

- Governors know the school well and are aware of where most improvement is needed. They are clear about their role and a curriculum and standards group has begun to check on the impact of planned improvements through regular review meetings. However, it is not clear when or what information governors will receive from senior leaders, following checks on the impact of improvements.

Although there is evidence of some impact of improvement the need for consistency in the quality of teaching remains a priority. Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority officer knows the school well and provided useful support to the school during the headteacher's absence. The local authority provides appropriate challenge and support through termly meetings to check on progress and improvement. Although there has been some work with another primary school there is no formal arrangement for the school to work with a better performing school.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for the East Riding of Yorkshire and the Church of England Diocese of York.

Yours sincerely

Amraz Ali
Her Majesty's Inspector