

Sidmouth Primary School

Sidmouth Street, Hull, HU5 2JY

Inspection dates 7–8 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards are not high enough by the end of Key Stages 1 and 2.
- Not enough pupils make good progress through the two key stages.
- While some teaching is good, it is variable, and over time it results in the majority of pupils making no better than the progress expected of them.
- Pupils' work does not consistently challenge them accurately, in order to enable them to make good or better progress. This is particularly so for the most able pupils.
- Marking of pupils' work does not always tell them exactly what to do to make further progress. Teachers do not ensure that pupils respond to any advice when it is given.
- Pupils do not all have frequent, regular opportunities to write at length in literacy and in other subjects in order to practise and strengthen their writing skills.
- Checking of the school's work is variable in its detail and extent and therefore in its helpfulness in promoting higher standards and quicker progress.
- Some leaders have not had training in observing the quality of teaching and learning in their areas in order to provide the school with a fully accurate picture of the strengths and areas for development in teaching.
- Checks of pupils' work are not sufficiently regular or detailed to ensure that the school has a totally accurate picture of the quality of teaching and learning.
- Although senior leaders meet with subject leaders regularly, this has not been sufficiently structured and detailed to ensure that they know fully the progress, quality of teaching and standards of all groups of pupils in the school.

The school has the following strengths

- Provision in the Early Years Foundation Stage is effective, resulting in the children's good learning and development.
- Pupils' behaviour and attitudes to learning and to each other are good.
- Pupils learn and play in a very harmonious and safe community which celebrates its diversity.
- Attendance continues to improve and is now a little above average.
- Pupils' spiritual, moral, social and cultural development is very good because the school promotes all aspects, including British values, very well.
- The governing body is effective. It has a detailed knowledge of the strengths and areas for improvement in teaching and achievement. It is both strongly challenging and supportive of the school to continue its improvement.

Information about this inspection

- The inspectors observed 21 lessons of which six were observed with the headteacher or with a member of the senior leadership team.
- The inspectors spoke with pupils as they played and learned. They listened to them read and watched them being supported in small groups. One inspector observed an assembly.
- An inspector held a formal meeting with a group of pupils to find out what they think about the school. She talked with a group of parents at the start of the school day.
- The inspectors held meetings with the headteacher, senior and subject leaders, members of the governing body and a representative of the local authority.
- The inspectors looked at a range of documentation about the school, including information about pupils' achievement and how well the school's improvement plan and teachers' performance targets are helping the school to perform better. They checked governing body minutes, looked at samples of pupils' work and the policies and procedures to keep them safe.
- The inspectors considered the 17 parental responses to the online Ofsted questionnaire (Parent View) in carrying out the inspection.
- The inspectors analysed the 41 responses to the staff questionnaire.

Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Sharona Semlali

Additional Inspector

Julia Foulger

Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools. The number on roll has increased dramatically from 213 to 347 between January 2013 and now.
- The majority of pupils are from minority ethnic groups. Fifty-one per cent of pupils speak English as an additional language. Arabic or Polish is spoken by the majority as their first language. Altogether, 29 languages are represented in the school.
- A growing proportion of pupils are refugees who have never attended school and speak no English.
- The proportion of pupils who join and leave the school during the school year is well-above average and varies from 30% to over 70%.
- The pupil premium provides support for the 40% of pupils who are eligible for it. This is above the national average. The pupil-premium funding is additional funding for pupils known to be eligible for free school meals and those children that are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average at 11.5%.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school joined the West Hull Cooperative Trust in September 2014.
- The senior leadership team has been restructured since the last inspection to reflect the size and diverse needs of the school.
- The Early Years Foundation Stage operates on a different site, approximately a ten minute walk from the main school site.
- The children attend Nursery part time. They attend the Reception class fulltime.
- The school runs a breakfast club and after-school club each day that the school is open.

What does the school need to do to improve further?

- Raise standards and accelerate progress in reading, writing and mathematics in Key Stages 1 and 2 by making sure that:
 - teaching provides consistently good challenge to pupils of all abilities, particularly for the most able
 - all staff at all times mark pupils' work thoroughly so that pupils know exactly how to improve and are given time to respond to marking
 - pupils have frequent, regular opportunities to write at length in literacy and other subjects, in order to practise and strengthen their writing skills.
- Ensure that all levels of leadership and management are effective in improving teaching and thereby raising standards and accelerating progress by making sure that:
 - all leaders are given training in observing and judging the quality of teaching and learning accurately and do so regularly
 - subject leaders scrutinise pupils' work rigorously and weekly, within a three-week literacy, numeracy and topic-work cycle
 - senior leaders meet with subject leaders regularly to check the progress and standards of all groups of pupils and to provide support to those leaders who require assistance to improve their effectiveness.

Inspection judgements

The leadership and management requires improvement

- Leadership and management require improvement because standards are not high enough by the end of Years 2 and 6 and pupils make expected, rather than good, progress through the two key stages. Subject leaders, although developing their roles quickly, are not checking their areas regularly or comprehensively enough to ensure achievement and teaching improve as quickly as possible. Checking by senior leaders is not sufficiently structured to ensure improvements are as rapid as possible
- The big influx of pupils last year with varying circumstances and needs, the change to a trust school and the re-siting of the Nursery and Reception classes took up a great deal of leaders' and staff' time and attention. It was carried out successfully, but it deflected attention from the major focus that there had previously been on pupils' achievement and on teaching, and which there is again now.
- The headteacher, who with the senior team and other leaders, shows great determination to improve the school's performance, has moved swiftly to ensure that progress and standards improve from the dip last year. Following a thorough evaluation, she has made several changes to leadership, staffing and strategies, which are starting to get the school back on track.
- The quality of teaching is improving with more that is now good. Pupils in Year 6 are on track to meet the government's floor standards in 2015. Provision in the Early Years Foundation Stage is good. Improvements are being implemented in the teaching of and support for disabled pupils and those with special educational needs, and those who speak English as an additional language. Attendance is improving steadily. Checking of pupils supported by pupil premium funding is more structured to build-up its impact on their progress.
- The commitment of the whole staff to the happiness and security of all of the pupils remains as important as ever, and is reflected in the very good procedures to ensure that pupils are safe. All safeguarding arrangements meet the statutory requirements.
- All staff support fully the headteacher's drive to improve the school's performance. They operate very well as a team. The newly qualified teachers in particular speak very highly of the support they are given by the school.
- The headteacher, deputy and assistant headteachers observe teaching formally and accurately, and findings determine the school improvement plan and the staff's performance targets. Although the teachers' targets are measurable, the school is aware that some need to be more challenging, such as the targets for the proportion of pupils making good progress. Leaders are addressing this.
- Checking of the school's work overall, as the headteacher knows, is not detailed or sufficiently rigorous to guarantee the school always has an up-to-date knowledge of its performance. One reason for this is that several leaders at senior and subject level have not had training in observing and judging the quality of teaching. While subject leaders are working effectively to ensure that the new curriculum is working well and that staff have the necessary skills, their checking of pupils' work is too irregular to pick up quickly enough on any issues, such as gaps in learning. Similarly, senior leaders recognise that meetings with subject leaders are not sufficiently regular to make sure that each subject leader is monitoring the standards and progress of all groups of pupils, addressing any underachievement and receiving full support needed to carry out their role effectively.
- The new partnership with the West Hull Cooperative Trust is enabling the staff to plan learning together and check that their assessments are accurate. However, this has not had time to show impact.
- The new curriculum has been established and provides an interesting and wide range of learning. It includes pupils' spiritual, moral, social and cultural development which is supported well through lessons and also the school's daily routines. British values are promoted throughout as part of daily school life. The school values all pupils equally and does not tolerate any discrimination. However, not all work is planned sufficiently carefully to ensure that pupils of all abilities have an equal chance of success in their learning.
- Pupils enjoy the activities after school which vary from needlework to football. Participation has almost doubled in the last year. Pupils' sporting skills and their confidence in participating in sport have increased a lot due to the carefully planned use of sports funding and a greater choice of activities. Pupils show a good understanding of the importance of living healthily and keeping fit.
- The local authority supports the school in improving its effectiveness. It provided useful support in setting up the Early Years Foundation Stage in its new location and is about to focus on strengthening the impact of leaders in driving improvement.
- **The governance of the school:**
 - The governing body shows great determination to get the school back on track and has the skills and

commitment to do so. It is led strongly by the Chair of Governors, who took on this role at the beginning of the academic year.

- The governors are effective because they know the school well through their own evidence-gathering activities, such as regular visits to the school, links with subjects and through their understanding of national data.
- Governing body minutes show robust questioning and delving into the school's performance, particularly pupils' achievement. Governors ask the necessary questions about the use and impact of pupil premium funding to make sure that they understand how well it is being used.
- The governing body continually looks to improve its effectiveness. For example, governors plan specific questions for subject leaders to ensure that they gain a complete picture of achievement and teaching so that they know what support is necessary. Governors are also implementing an action plan to provide a better structure to their work.
- The governors know that teaching over time has been too variable for progress to be good and that the most able pupils need to perform better. They see performance management as a helpful tool in improving teaching. They do not award pay rises unless all three of teachers' individual targets are met. They check that teachers who need support get it.
- The budget balances and is carefully overseen to ensure that the school has the resources it needs.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Parents agree.
- Pupils like being at school. They show this in their behaviour towards others, their helpfulness and politeness, and in their readiness to learn. The children in the Nursery and Reception classes behave similarly well, settling down to learning very quickly.
- Pupils enjoy having responsibilities which help them to develop skills they will need when they are older. They are proud to exercise their democratic rights in representing other pupils on the school council. The newly-formed sports crew is developing a range of personal skills by organising and running activities for the other pupils.
- Most pupils behave well in lessons. A few lose concentration if work is too easy or does not interest them. However, the staff manage behaviour well. In good or better lessons, pupils' attitudes to learning are very good.
- Pupils know the right and wrong way to behave. They like making decisions about sanctions and rewards. They understand that it is right to say sorry if they have hurt someone by their words or actions.
- The school makes the most of the rich diversity of its pupils. It builds-up pupils' understanding and respect for the customs and practices of others. Their cultural understanding is enhanced by, for example, carefully planned visits such as to London, and by learning about other countries.

Safety

- The school's work to keep pupils safe and secure is good. This includes in the breakfast club and after-school club.
- Pupils know how to stay safe in a range of situations, with Year 1 children talking confidently, for example, about how to avoid cyber-bullying.
- Pupils say there is not very much bullying and the staff deal with it quickly.
- Most parents agree that the school cares well for their children and keeps them safe.
- Pupils play and learn together harmoniously regardless of their religion or ethnic background, in this inclusive school which values every pupil. There is no racism. They know it is right to treat everybody else fairly, whatever their differences.
- The school's good strategies ensure that attendance continues to improve. It is average over time and is now a little above average. Very few pupils are persistently absent.

The quality of teaching requires improvement

- Too few pupils make good progress through Key Stages 1 and 2, particularly in reading and writing. This is because the quality of teaching over time has been variable across subjects.
- Inconsistencies in the quality of pupils' learning are primarily due to work that is not sufficiently carefully

planned to quicken their progress. Work sometimes lacks the necessary challenge, especially for pupils capable of reaching higher levels. These pupils do not always have the chances to fully develop their potential, through, for example, applying the skills that they have learned. Pupils are not always told what they need to do next to improve their learning or given time to respond to teachers' marking.

- Although the school rightly focuses on building up pupils' literacy and numeracy skills, there are variations in the regularity of writing opportunities, including for writing at length, both in literacy and in other subjects.
- Teaching is improving. There are emerging strengths in teaching that were evident during the inspection, both in lesson observations and checking of pupils' work over time.
- Where learning is most successful, there are happy and respectful relationships between the staff and pupils.
- In Year 6 pupils' progress is accelerating rapidly and securely because the level of challenge is greater. For example, in a Year 6 mathematics lesson for the most able, pupils learned very well because teaching was very effectively planned to present good levels of challenge. The teacher's very good subject knowledge, his effective deployment of a teaching assistant and probing questioning led to fast progress in pupils' finding the n th number in a sequence.
- Teaching is often interesting and encourages learning. For example, in a Year 5 science lesson, pupils enjoyed investigating the most and least absorbent materials, why this is so, and considering the best materials to use in a range of situations.
- Pupils read very regularly and many enjoy reading because of the good range of books available to them. Inspectors saw some carefully structured guided reading lessons, which both encouraged pupils to read and to develop an understanding of texts and their characters.
- The teaching and support for disabled pupils and those with special educational needs and those who speak English as an additional language is improving because it has been more carefully planned to meet the specific needs of individual pupils.

The achievement of pupils

requires improvement

- Standards are not high enough. Overall, they have declined since the last inspection amid the changing cohorts and increasing mobility of pupils. In 2014, there was a sharp drop in standards at both Key Stages 1 and 2 to well below average. This follows several years of steady improvement at the end of Key Stage 1. The most able pupils do not achieve as well as they could. This is due to variable teaching through both key stages.
- Not enough pupils make good progress, including in reading, writing and mathematics by the end of Year 6 or reach higher levels in reading, writing and mathematics.
- In contrast, pupils learn and develop well in the Early Years Foundation Stage because teaching and activities are consistently well matched to the children's interests and level of development.
- The school's data for 2015, supported by inspection evidence from scrutiny of work, observing learning and discussions with pupils, show improving standards. The proportion of pupils making at least expected progress from their individual starting points is growing. Nevertheless, too few pupils are set to reach higher levels because work has not been appropriately challenging over time. However, in Year 6 where teaching is very effective, very challenging work is enabling more pupils to reach higher levels.
- Progress in mathematics in 2014 was better than in reading and writing as the school had prioritised this well. There are more opportunities for pupils to practise their skills through solving problems.
- The school focuses much of its teaching on building up pupils' skills in reading and writing. Teaching in phonics is good for pupils of all abilities, so standards are rising in the Year 1 phonics check. Pupils enunciate sounds and words accurately and learn to write and spell them accurately.
- The standards reached by disadvantaged pupils are in line with other pupils in the school overall in reading and mathematics, and above in writing by two terms. The school provides regular, appropriate support for these pupils, especially in helping them to develop specific reading, writing and number skills. The school also ensures that pupils supported by pupil premium funding have equal access to visits and the breakfast club in this inclusive school. Compared to similar pupils nationally, the attainment of disadvantaged pupils was one term behind in mathematics, two terms behind in writing, and three terms behind in reading.
- All groups of pupils make similar rates of progress, including boys and girls.
- School data, supported by inspection evidence, show that disabled pupils and those with special educational needs are now making expected progress and have more secure basic skills. This shows improvement from the previous year because the learning of pupils when they are withdrawn from lessons

for additional support is now reinforced in the classroom. However, the full impact of this improvement has yet to be felt.

- Pupils who speak English as an additional language also make expected progress over time. However, the rate of progress varies for different individuals. The school is working with another school to better manage the majority of pupils who need support in mastering English language skills.
- Work for the most able pupils is planned with enough care to ensure that this group of pupils make progress as quickly as they could to achieve their potential. Too often they are not challenged through questioning, the nature of tasks and through applying what they know, in order to develop wider and deeper skills.

The early years provision

is good

- Children join the Nursery class with levels of skills and knowledge that are generally below those typical for their age. This is particularly so in language and communication. A large proportion does not have English as a first language and have little understanding of it. There is an excellent emphasis on speaking and listening to enable the children to develop their basic language skills.
- The children settle into nursery quickly, aided by good communication with parents and with the nearby children's centre.
- All groups of children learn and develop well because activities reflect their interests and needs. They are delighted with the activities, both indoors and outdoors, and have many opportunities to learn and find things out for themselves. For example, two children were fascinated by their discovery of a large worm in the soil, which they examined and then placed next to a picture of a worm.
- Children of all abilities and needs make rapid progress in phonics (letters and the sounds that they make), because they are taught and challenged accurately. They quickly add to their knowledge of the sounds made by letters and groups of letters and make good progress in forming letters accurately.
- Children behave well. In particular, they settle very quickly to learning and show a keenness to learn.
- By the end of the Reception class, the proportion of children reaching a good level of development is just above average. This is because their learning is monitored and recorded often to ensure teaching and activities are at the right level for the children.
- All groups of children make similar progress, including disabled children and those with special educational needs, and those who speak English as an additional language.
- The Early Years is led effectively. The staff plan, check and record learning together and discuss any variations in how well children learn.

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	117816
Local authority	City of Kingston upon Hull
Inspection number	456089

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

Type of school	Primary
School category	Trust school
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair	Graeme Brook
Headteacher	Teresa Brady
Date of previous school inspection	22 May 2012
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