

# Skipsea Primary School

Hornsea Road, Skipsea, Driffield, YO25 8ST

**Inspection dates** 6–7 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides strong and determined leadership; she demonstrates high expectations and ambition for the school and its pupils. She is well supported by other leaders and governors.
- Strong leadership is bringing about further improvements in the quality of teaching and pupils' achievement. All staff and governors actively promote the caring ethos of the school, which helps pupils achieve well.
- Pupils' behaviour is outstanding. Their extremely positive attitudes to learning contribute considerably to the improving standards in all subjects.
- Pupils feel safe in school and have confidence in their teachers and other adults to deal effectively with any concerns they may have.
- The quality of teaching is good. Teachers mostly have high expectations of pupils and plan lessons that lead to pupils making good progress.
- Pupils enjoy their learning and benefit from a well-planned curriculum which makes a significant contribution to their social, moral, spiritual and cultural development.
- As a result of good provision, children make good progress in the early years and achieve well.
- Standards have improved since the last inspection and are now good. All groups of pupils make good progress and achieve well throughout the school.

### It is not yet an outstanding school because

- The quality of teaching does not result in outstanding achievement for pupils. Opportunities for pupils to use their literacy and mathematics skills across the curriculum are not fully developed.
- Assessment is not used as effectively in subjects other than English and mathematics.
- The quality of pupils' work in topic books is not always of the same high standard as it is in their literacy and mathematics work.
- High standards have not been achieved over a sustained amount of time.

## Information about this inspection

- The inspector observed teaching in all classes. One observation was carried out jointly with the headteacher. The inspector also gathered evidence from a walk around classrooms, corridors and the premises in general.
- Meetings were held with the headteacher, senior leaders and members of the governing body. A meeting was also held with a representative of the local authority.
- The inspector looked at a range of documentation, including the school's own evaluation of its performance, the school's own data on pupils' achievement, minutes of governing body meetings and monitoring records. She also looked at records of how the school uses its funding, especially how the money from the pupil premium and primary sport funding is used.
- The inspector looked at the work pupils were doing in lessons and in their books over time. She listened to pupils read and talked to them about their enjoyment of reading.
- There were too few responses on the online parental questionnaire, Parent View, for the inspector to analyse; therefore, information from the school's latest parent survey was taken into account. The inspector also talked to a number of parents during the inspection.
- There were 15 responses to the staff questionnaire; these views were also taken into account.

## Inspection team

Jane Salt, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school. It is part of the Hornsea Burton and Skipsea Federation.
- Pupils are taught in mixed-aged classes from Nursery to Year 6. Nursery children attend the school on a flexible, part-time basis.
- The proportion of pupils supported by the pupil premium funding is broadly average. The pupil premium is additional government funding to support those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Mobility is above average; more pupils than usual join or leave part way through their primary school education.

### What does the school need to do to improve further?

- Improve the quality of teaching to outstanding so that achievement and standards improve further by:
  - providing more opportunities for pupils to develop their literacy and mathematics skills across the curriculum and to apply these skills in different subjects and contexts
  - expecting more of pupils with regard to the quality of work in their books so that all work, in all subjects, is of a consistently high standard
  - making sure the new assessment system links closely to the new curriculum so teachers can track pupils' progress in detail and plan work that will deepen their understanding in all subjects.

## Inspection judgements

### The leadership and management are good

- The excellent leadership of the headteacher provides a clear direction for the school; she demonstrates high expectations and ambition for the school and its pupils. All members of staff and governors support the headteacher's drive for improvement. They work together to make the school a caring community where good relations are fostered and discrimination is not tolerated so that pupils achieve well.
- The school is part of the Hornsea Burton and Skipsea Federation. Some members of staff with particular skills and responsibilities work across both schools so that their expertise can be shared and developed further. The headteacher is a driving force in the collaborative work that is bringing benefits to this school. She actively encourages staff to work with colleagues in other schools in the local area as part of their professional development.
- School self-evaluation is accurate and school leaders know the school well. They have set clear priorities for improvement and these are being tackled successfully.
- There are thorough systems in place to monitor and improve the quality of teaching. Teachers are regularly observed and provided with feedback on how to improve. Training and development are carefully planned.
- Strengthened leadership of mathematics and literacy across both schools in the federation is bringing about further improvements in pupils' achievement. Standards have improved since the last inspection. They are now good as a result of a concerted effort from all staff to monitor closely the progress of pupils and quickly identify any individuals needing extra support.
- The school uses additional funding effectively. The pupil premium provides additional support for disadvantaged pupils in lessons. It also pays for additional enrichment activities and experiences that excite and motivate pupils, for example, a writer in residence. This is having a positive impact on pupils' achievement.
- The primary physical education and sport funding enables the school to provide specialist teachers to deliver lessons in physical education. This provides opportunities for staff to develop their own teaching skills further. This provision also raises the profile of exercise as a part of a healthy lifestyle.
- The new curriculum has been developed to include themes that will interest pupils. It enables pupils to apply their basic literacy and mathematical skills in a range of different situations. However, opportunities to apply these skills in subjects other than English and mathematics are limited. A range of school visits enrich learning and promote pupils' social, moral, spiritual and cultural development. For example, a visit to Bridlington Priory gave pupils the opportunity to take part in workshops exploring peace and conflict. Specific curriculum topics include the exploration of British values, such as tolerance and respect for others. These set the expectations for behaviour in school and, more widely, in modern Britain.
- The performance of teachers is checked regularly. Any pay progression is clearly linked to the school's improvement priorities and the progress made by pupils.
- The local authority has provided effective support in monitoring and validating the school's work, and agrees this is a good school that continues to improve.
- All staff and governors strive to ensure that every pupil is given the equal opportunity to achieve, regardless of ability or circumstance. The recent improvement in standards is because the school tracks the progress of every pupil very carefully, providing extra help where it is needed and making sure that each individual is supported to do their best.
- The school's arrangements meet statutory requirements. There are effective systems in place to ensure the safety and well-being of all members of the school community.
- **The governance of the school:**
  - Governance is effective because governors are fully committed to supporting the school and bring a wide range of skills and experience to the governing body. They take advantage of all training and development opportunities, including working with other schools in the area, to widen their knowledge and further support school improvement.
  - Governors have good knowledge of the school's performance data and know how well the school's performance compares to other schools nationally. They check the work of the school regularly and provide a good level of challenge to school leaders. They are well informed about the way the quality of teaching is monitored by school leaders and understand the processes needed to tackle any underperformance. They understand how teachers' pay is determined and how this relates to pupils' achievement.
  - Governors work with school leaders to set the strategic priorities for the school. They are fully aware of school improvement priorities and play an active role in monitoring how well these are tackled.

- Governors monitor closely the spending of additional funds, such as the pupil premium, and their impact on pupils' performance.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. They are very polite and courteous, and treat others respectfully. Older pupils often help younger children at playtime and lunchtime, making sure they have someone to play with and including them in the wider 'school family'.
- Pupils have extremely positive attitudes to learning and a desire to do their best, which means they are able to learn without disruption. They relish the challenge of difficult tasks and problem solving; they know that even if they make mistakes it will help them to learn more effectively and find solutions.
- There have been no exclusions in the last academic year.
- Pupils are proud of their school. It is a calm and caring community which encourages thoughtfulness and reflection. For example, pupils showed concern for victims and survivors of the earthquake in Nepal where some pupils have pen pals. They have taken part in fundraising activities to support the appeal for aid.
- Pupils attend school regularly. There are excellent systems in place to monitor and follow up any absences.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe at school; parent questionnaires indicate that parents agree with their children's view about this.
- Pupils have confidence that any concerns they may have will be followed up and addressed thoroughly. They say 'staff are really loving and kind' and 'you can really trust them.'
- Pupils are aware of different types of bullying, including cyber bullying, and can explain how they can keep themselves safe online.
- The site is secure and this is recognised by pupils. The school has good systems to ensure all staff and visitors are checked thoroughly.
- The school gives valuable and sustained support to pupils whose circumstances may make them vulnerable.

## **The quality of teaching** is good

- Teaching is good overall and is sometimes outstanding. Teachers have high expectations of the standards pupils can achieve. They plan literacy and mathematics lessons that build securely on pupils' skills. As a result, pupils make good progress. They set additional challenges for pupils to use their skills to solve problems. Pupils respond enthusiastically to these challenges and say 'the teachers motivate you'.
- Teachers use assessment information well to set targets for pupils in reading, writing and mathematics. However, this process is not as effective in other subjects. The school has started to address this by developing systems to improve teachers' planning across the new curriculum.
- Effective teaching has improved standards in reading, writing and mathematics. However, opportunities for pupils to use their literacy and mathematics skills across the curriculum are not as well developed as they should be. The way some activities are recorded does not make the most of pupils' skills and abilities. This prevents pupils from producing work of the same high standard as they do in English and mathematics lessons.
- High standards in reading, writing and mathematics are achieved by many pupils. This is particularly evident in upper Key Stage 2. In lessons, pupils are grouped carefully so the work can be tailored more closely to their individual abilities. Both teachers and teaching assistants provide effective support when working with small groups and this often leads to pupils making rapid progress.
- Teachers' questioning is a strength. In all classes, teachers ask questions that make pupils think hard and encourage them to explain and justify their answers. Teachers also encourage pupils to discuss with each other so they can test out their ideas and draw their own conclusions. For example, in a literacy lesson pupils assessed their partner's work and discussing where improvements had been made.
- Focused teaching of mathematics has improved standards throughout the school. Regular sessions to

improve mental calculation skills have helped pupils to make rapid progress and achieve high standards. Teaching assistants make a strong contribution to the development of these skills in their work with groups of pupils.

- Work in pupils' books is generally of a good standard and provides evidence of good progress during this academic year. Presentation does not always reflect the quality of the work itself. For example, worksheets are often used and so pupils do not have sufficient opportunity to learn how to set out work for themselves.
- Teachers mark books regularly. Their feedback identifies successes and what pupils need to improve. Pupils say they find this useful and that it helps them to know what level they are working at and how to improve further. Marking is more effective in literacy and mathematics than in other subjects.

### **The achievement of pupils** is good

- School data for the current year show that standards continue to improve and are now good. Some pupils are now making outstanding progress and achieving high standards. However, despite recent improvements, outstanding achievement over time has not been established.
- Standards at the end of Key Stage 1 are broadly average and improving. Pupils are developing good basic skills in reading, writing and mathematics. Pupils' knowledge of phonics (the sounds made by letters) is improving as a result of effective daily phonics lessons.
- Standards at the end of Key Stage 2 have improved since the last inspection, particularly during this academic year. School data show that the majority of pupils in Year 6 are currently working at above average standards in reading, writing and mathematics. The proportion of these pupils making more progress than expected from their individual starting points is above average.
- The most-able pupils do well because they are regularly provided with difficult tasks and are resilient learners who respond well to challenges. They achieve above average standards in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points. Skilled teachers and teaching assistants support them effectively to make sure they can access their learning well.
- The numbers of disadvantaged pupils in each year group are too few for meaningful analysis of their attainment and progress to compare with others in the school and nationally. Even so, school data show disadvantaged pupils currently in school make good progress. There is little or no difference in their achievement and the standards they reach when compared with others in the school.
- Pupils who join the school part way through their primary school education make similar progress to others. They are carefully assessed when they arrive to ensure there is as little disruption to their learning as possible.
- Pupils read confidently and accurately. They enjoy reading and older pupils can talk about the types of books they like best. Younger pupils and those who are less able use their knowledge of letters and sounds to read more difficult words. Pupils' achievement in reading has been a recent focus for improvement following below average results at the end of Key Stage 2 in 2014. As a result of this focus, standards are now above average for many pupils.
- Standards in mathematics have improved as a result of a systematic approach to the teaching of number and calculation strategies. School data show all groups of pupils are making good progress.

### **The early years provision** is good

- Children do well in the early years. Some have knowledge and skills significantly below those typical for their age when they join the Nursery but they catch up quickly and make good progress. The proportion of children who achieve a good level of development at the end of the Reception Year is above average. Transition to Year 1 is smooth because children know what is expected of them from often working with pupils from Key Stage 1 during afternoon sessions.
- Leadership of the early years is good. There is a clear drive to keep improving and systems are in place to ensure children are kept safe. Children's behaviour is good. They benefit from the rich and lively learning environment, becoming confident and eager to share their learning. For example, during the inspection a child explained about her 'grass head' to the rest of the class: 'I'm learning not to put a lot of water on it.'

If you give it too much water it will die.'

- There are many opportunities for children to learn both in the classroom and outdoors. There are clear routines and expectations which children follow; they respond well to the adults working with them.
- The quality of teaching in the early years is good. Activities led by adults are tightly focused on developing basic skills, particularly those of communication and language. There are many opportunities for children to talk with adults about their learning which helps them to develop their vocabulary. They also enjoy sharing books and making up stories of their own.
- Effective use of assessments ensures children have access to activities that are carefully matched to their abilities. Careful scrutiny of the school's information that records the achievement of children over time confirms children make good progress here and indicates that they are well prepared for learning in Year 1.

## 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

<b>Unique reference number</b>	117882
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	462263

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Eastwood
<b>Headteacher</b>	Carole Shiels
<b>Date of previous school inspection</b>	21 May 2013
<b>Telephone number</b>	01262 468394
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