

Sproatley Endowed Church of England Voluntary Controlled School

Balk Lane, Sproatley, Hull HU11 4PR

Inspection dates	21–22 April 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Strong leadership at all levels with a focus on improving teaching in the classroom has been the driving force behind improvements since the previous inspection.
- The governing body has a good overview of the school's strengths and weaknesses, having challenged and supported leaders well on the school's journey of improvement.
- The quality of teaching is strong across the school. Pupils are enthusiastic about learning and challenged to do their very best.
- Pupils behave well in lessons and around the school. They are well looked after, and are safe and secure.
- The rate of progress pupils are making is accelerating in all subjects.
- Provision in the early years is outstanding. Children make impressive progress, are taught expertly, behave impeccably and are stimulated by the excellent curriculum and facilities.

It is not yet an outstanding school because

- Some weaknesses remain in how reading is taught and promoted across the school.
- There is further potential for standards to rise above the national average.

Full report

What does the school need to do to improve further?

- Improve how reading is taught across the school by ensuring that:
 - pupils in key stage 1 who find difficulty with reading progress at a faster rate
 - training is provided for adults who listen to pupils reading to enable the adults to identify and then address weaknesses in pupils' reading and comprehension
 - the library facilities are used routinely by pupils so they read for pleasure.

- Bring the school's website up to date with requirements by providing:
 - information about the school's curriculum
 - information about the impact of pupil premium funding.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has been able to build on the successes in the early years and key stage 1 so that achievement is now also rising rapidly in key stage 2. Self-evaluation is accurate and teachers are held closely to account for the progress their pupils are making.
- Middle leaders are new to their posts but have made a good start on checking that the quality of teaching continues to improve and that national changes to the curriculum are put in place. Subject leaders have good knowledge of their areas and work well together and as part of a wider leadership team.
- Good-quality training focuses on getting the basics right in the classroom. Training to help teachers strengthen their practice in questioning, providing feedback and teaching mathematical skills is having a good impact on pupils' progress. The school is aware that further training is needed to help teachers and teaching assistants identify and address pupils' weaknesses in their reading.
- For such a small school, the curriculum packs in an impressive range of additional activities and experiences to bring learning alive for pupils.
- Science, geography, history and religious education are taught effectively and frequently, in each year. Teachers make imaginative use of the school's extensive grounds for teaching these subjects, for example as a rich source of stimuli for creative writing.
- Many pupils attend before- and after-school activities, such as weekly judo school taught by a former world judo champion, in which around 25 pupils of all ages take part.
- Additional funding provided through the sports premium is used well to train staff in acquiring new and sustainable skills that will continue to benefit pupils when the funding ceases.
- The pupil premium funding is used effectively to close any gaps that might occur in the achievement of disadvantaged pupils when compared with that of others.
- The school promotes equal opportunities well. Those who use a wheelchair and pupils with disability have good access to the outdoor areas and take part in all activities alongside their peers.
- The local authority has supported the school well on its journey to becoming good. Effective support has been provided through the Ebor Academy Trust, which has helped to improve the quality of teaching and leadership through individual coaching of staff. School leaders are no longer reliant on this support to sustain the improvements already made as the school goes from strength to strength.
- **The governance of the school**
 - The governing body supports the school well. Governors ask challenging questions and are well aware of strengths and remaining areas of weakness.
 - Governors understand assessment data and how this informs the school's priorities for further improvement. Governors receive high-quality information from middle leaders, which keeps them up to date with the progress current year groups are making.
 - Governors keep a close eye on performance management arrangements, ensuring that there is a close link between teachers' pay and the quality of teaching.
 - The governing body has commissioned checks on the website to ensure that it meets requirements, although amendments to the website since have led to some areas not now meeting requirements.
- The arrangements for safeguarding are effective. Checks on staff are thorough and the site is secure. The school works well with external agencies and parents in relation to child protection.

Quality of teaching, learning and assessment is good

- The quality of teaching has been improving as a result of some strong appointments, better training, high-quality external support and sharp, focused management of teachers' performance. Leaders have set the bar high, and staff new to the school are supported well to meet these high expectations.
- Mathematics teaching has undergone significant changes. Teachers now pay attention to getting the basics right, such as solving problems using mathematics skills and learning multiplication tables methodically. This is enabling pupils to be more confident and reach higher standards.
- Writing is taught well. In key stage 1, phonics (how sounds relate to letters) is taught every day. In key stage 2, pupils are able to use punctuation effectively and spell with increasing accuracy and confidence.

- The teaching of reading has improved, in that more pupils are now reading books that are appropriately pitched at their reading level, although teaching is not ensuring that pupils are always pushed on as well as they could be.
- The written and oral feedback that teachers give to pupils is of high quality and accurately pinpoints what pupils should do to improve their work. The consistent application of the school's marking policy contributes to pupils' good progress.
- The school has been working hard to improve the types of questions that are asked of pupils. This has been successful, with pupils now answering in full sentences, using subject-specific vocabulary and fully explaining their answers. This is particularly evident in mathematics lessons when questions such as 'how did you work that out?' make the pupils think deeply about their methods rather than giving a simple answer.
- In most of the books seen and lessons visited by the inspector, the most-able pupils were given appropriately difficult work to do. The inspector spoke to some of these pupils during the inspection, confirming they had to 'think hard' in most lessons but that they enjoyed this challenge. However, they also said that there were limited opportunities to read for pleasure in school and so did so mostly at home.
- Teaching assistants give good support to pupils who have special educational needs or disability, ensuring that these pupils have an equal opportunity to succeed.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say that they feel safe and secure. They say there are no areas in the school that they would avoid.
- Most parents who spoke with the inspector informally during the inspection were happy with behaviour. Some said that their child had experienced bullying, but said that it had been dealt with promptly by school staff.
- Pupils have a good understanding of how to stay safe when using electronic devices including mobile phones. They were able to talk to the inspector confidently about the potential dangers of using social networking.
- Pupils learn about life in a modern democratic Britain, for example, by voting for the three key values to be included in the school's ethos. Time for reflection and private thought is built into the school day. For example, pupils lit candles in consideration of victims of recent tragedies. The many outdoor activities provided through the Forest Schools initiative are valuable in developing pupils' spiritual, moral, social and cultural awareness.
- Attendance is average. Punctuality has improved as a result of tighter procedures at the start of the school day to ensure that learning starts promptly.

Behaviour

- The behaviour of pupils is good.
- Pupils show excellent manners towards each other and to adults. They wear their uniform proudly, hold doors open for adults and say that good behaviour is the norm at breaktimes and lunchtimes.
- In the dining hall, older pupils enjoy taking responsibility by acting as servers or looking after younger children. Pupils readily tidy up after themselves after lunch.
- In lessons, pupils behave well and apply themselves diligently to their work. On the rare occasions when pace is lost in lessons, pupils become a little restless and need reminding of the school rules.

Outcomes for pupils

are good

- Standards in the Year 1 phonics check are rising. In 2015, an average proportion of pupils reached the expected standard. Improving achievement in the early years means that the proportion reaching the expected standard in 2016 is on track to rise sharply.

- Standards in key stage 1 have been on a rising trend in all subjects, being above average in 2015.
- The Year 6 pupils who left in 2015 were below average in mathematics and reading. These pupils had made slow progress from their starting points at the end of key stage 1 due to a legacy of weak teaching when they were younger, particularly in reading and mathematics. However, data shows that these pupils made up significant ground during their final year.
- Current Year 6 pupils are catching up strongly as a result of good teaching. Inspection evidence shows that the rates of progress being made by pupils currently in the school is accelerating.
- In reading, pupils are making more progress than previously due to an improved programme that is more challenging than before. However, pupils in key stage 1 who find difficulty with reading do not make as good progress as others.
- In mathematics, pupils now acquire a deep understanding of basic skills and calculating, which is enabling them to make good progress.
- Pupils are confident writers throughout the school, making good progress and improving their spelling, punctuation and grammar well as they move through the school.
- There are few disadvantaged pupils in each year group. They make at least as much progress as others and reach similar standards.
- Pupils who have special educational needs or disability make good progress. Thorough records are kept of their progress and any interventions they follow are meticulously tracked to ensure they are effective.
- The most-able pupils make good progress in all subjects as a result of the additional stretch and challenge teachers routinely provide. Limited access to the library at lunchtime and breaktimes reduces their opportunities for leisure-time reading.

Early years provision

is outstanding

- Children make strong progress across all areas of learning. Phonics (how sounds relate to letters) is taught expertly, so children become confident in basic reading and are ready for the further challenges in Year 1. Many children achieve beyond the expected standards by the time they begin Year 1, and standards are rising in each year. Disadvantaged pupils make as good progress as their peers.
- Writing is taught well through fun activities indoors and outside. Children were eager to show the inspector the writing they had done about orangutans and all were able to write their names.
- Children's behaviour is excellent. They show very good manners to each other at all times, learn the essential skills of sharing and taking turns, and enjoy taking responsibility for tidying up. The classrooms and outdoor area are safe and secure.
- The curriculum is lively, stimulating and varied. The outdoor area in particular, with its extensive grounds, is used exceptionally well to enhance learning. New facilities, such as the bug hotel and mud kitchen, fire children's creativity and curiosity for learning.
- During the inspection, a judo session was attended by a number of children. The complexity of the taught throws and holds, such as the side hold *yokoshihogatame* was impressively tackled by the five-year-olds. As a result of this, and other regular opportunities to take part in purposeful physical activities, pupils' ability to control their movements and their physical development are above those expected of their age.
- The early years is expertly led. Assessment information is used to promptly plug any gaps in children's learning. For example, leaders noted a recent dip in how children understood shapes, spaces and measure, and quickly addressed this through additional input during the school day.
- Parents are thoroughly engaged in their children's learning through events such as teddy bears' picnics, home visits and their welcomed participation in the classroom.

School details

Unique reference number	117994
Local authority	East Riding of Yorkshire
Inspection number	10012052

This inspection 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	144
Appropriate authority	The governing body
Chair	Diana Hoskins
Headteacher	Gillian Pepper
Telephone number	01482 811499
Website	www.sproatleycevcprimary.co.uk
Email address	sproatley.primary@eastriding.gov.uk
Date of previous inspection	22–23 May 2014

Information about this school

- This school is smaller than the average-sized primary school and serves the village of Sproatley, to the north east of Kingston-upon-Hull.
- The proportion of pupils supported through the pupil premium (additional money provided by the government to support disadvantaged pupils) is below average.
- The proportion of pupils who have special educational needs or disability is above that in other schools around the country.
- Most pupils are of White British heritage and so the proportion of pupils who speak English as an additional language or who are from minority ethnic groups is below the national average.
- Since the previous inspection, a number of staff have left or joined the school.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Support for the school is being provided by the Ebor Academy Trust.

Information about this inspection

- The inspector observed teaching throughout the school with the headteacher. He scrutinised pupils' books and listened to them read aloud.
- The inspector talked with pupils both in meetings and around the school at lunchtimes and playtimes. He also held discussions with senior and middle leaders. The inspector met with the school improvement partner from the local authority and with three members of the governing body.
- Various documents were scrutinised by the inspector, including the school's checks on the quality of teaching, development planning, school policies and child protection records. Prior to the inspection, the lead inspector looked at information on the school's website and checked whether statutory requirements were being met.
- The inspector considered the 24 responses to the online parent questionnaire, Parent View. Additionally, various parents were met by an inspector during a meeting and informally at the start of the school day.

Inspection team

Robert Jones, lead inspector

Ofsted Inspector

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