

# Sidmouth Primary School

Sidmouth Street, Hull HU5 2JY

## Inspection dates

8–9 November 2016

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The leadership of a reflective headteacher, strong senior leaders and knowledgeable governors has helped to transform the school.
- Outcomes for current pupils are now good and have improved since the previous inspection. Pupils make good progress from a variety of different starting points, including disadvantaged pupils and those who speak English as an additional language.
- Middle leaders have succeeded in improving teaching in all subjects. Teaching is consistently good across the school.
- As a result of good teaching, pupils apply their mathematical and writing skills well in other subjects. Staff assess work carefully to give pupils effective advice that helps them to move on quickly.
- Most-able pupils now achieve higher standards because of teaching that challenges and deepens their thinking.
- Pupils who have special educational needs and/or disabilities make good progress and are well supported by staff.
- Pupils' behaviour is outstanding. They are extremely polite, respectful and kind to others. Pupils cooperate thoughtfully to support their learning and are keen to respond to staff questions.
- The personal development and welfare of pupils are good. They have a clear understanding of how to stay safe and healthy.
- In the early years, children are keen and excited to learn. They receive good teaching matched to their individual needs and interests.
- While pupils' progress in reading is good, it is not yet as strong as their achievement in mathematics and writing.

## Full report

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

- Continue to raise standards by making sure that leaders set more robust and challenging targets for teachers, linking them closely to improving the progress of all groups.
- Increase rates of progress, especially for the most able pupils and those who are new to the country, by:
  - improving pupils' skills in reading comprehension so they can write answers to comprehension questions confidently and in more depth
  - providing opportunities for pupils to renew their reading books more regularly so they can read more widely at home and school
  - deepening pupils' skills, knowledge and understanding in science and the foundation subjects to provide greater challenge and consistency across the school.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Senior leaders have shown strength and determination to improve standards across the school. Together with governors, they have tackled underperformance and increased the rates of progress made by current pupils.
- All staff share their senior leaders' ambitious vision for the school and have been committed to continuous improvement. Staff therefore work very well together by offering support to their colleagues and sharing skills across the team.
- Middle leaders have been trained to monitor their subjects effectively. They have provided useful help and feedback to other staff so that teaching skills and subject knowledge are now much stronger across the curriculum.
- The quality of teaching has improved over time and is now consistently good. Teaching is particularly strong in writing, mathematics and phonics due to the successful training provided for staff in these subjects.
- The school's curriculum is broad and balanced. Staff ensure that pupils have frequent access to all subjects across the curriculum, including French, music and technology. Occasionally, however, the most able pupils are not fully challenged in foundation subjects and do not achieve the highest standards possible.
- Pupils' spiritual, moral, social and cultural development is good. Older pupils were able to describe the differences and similarities between many different religions and demonstrated deep respect and tolerance for the views of others. Teachers lead by example as they promote British values and a school council helps pupils to understand the need for democracy and responsibility. Pupils are well prepared for life in modern Britain.
- Pupils enjoy a wide range of after-school and lunchtime clubs, involving activities such as chess, sewing and film reviews. Educational visits and residential trips encourage pupils' interests and enthusiasm for learning.
- Leaders use the sports premium funding efficiently to improve pupils' health and well-being. The leader of physical education (PE) ensures that a wealth of sports are offered. Consequently, the number of pupils who take part in sports has increased and the school has been successful in many sporting competitions. Expert training from specialist coaches has augmented staff confidence in teaching this subject.
- Pupils' excellent conduct and behaviour are evident throughout the school. Staff set high expectations for behaviour and apply the school's behaviour policy stringently. Staff intervene promptly and sensitively to tackle any use of derogatory name-calling.
- Leaders carefully plan how to use the pupil premium funding and closely measure its effectiveness. Disadvantaged pupils make good progress across the school because of the positive impact of this funding. A higher proportion of the most able disadvantaged pupils now make more-than-expected progress.
- Leaders regularly set targets for teachers to improve pupil achievement. However, at times these targets are not specific enough and do not challenge staff sufficiently to help all groups of pupils make as much progress as possible.

- Links with parents have further developed since the previous inspection. Parents make positive comments in the school's comment book and questionnaires. Parents are emphatic that their children are happy and feel safe at school.
- The local authority has supported the school with many of its improvements, especially in helping middle and senior leaders to develop their skills further.

### **Governance of the school**

- Governors are ambitious for the school and its pupils. They attend regular training to complement their existing professional skills and actively recruit new members to address any gaps in their expertise. They have an accurate understanding of the school's strengths and clearly pinpoint where future improvements are needed. Governors now work more closely with middle leaders, holding them to account and helping them to monitor the impact of leadership decisions.
- Governors provide a strong challenge to leaders, as well as offering support when it is needed. They receive useful information from senior leaders in order to make decisions about teachers' pay that are fair and robust. Increases in teachers' salary are linked to improvements in pupils' progress. Governors correctly target the most important areas and priorities for future improvement within detailed school development plans.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Many pupils enter and leave the school during the year. Leaders manage this high level of mobility well and keep robust records to keep pupils safe. Senior leaders ensure that the local authority is informed promptly if any child is missing from education.
- When safeguarding concerns arise, designated staff make swift referrals and work effectively in partnership with other professionals to keep pupils safe. Staff were able to explain how they would respond if they had worries or concerns about a child's safety, including support assistants, teachers and lunchtime supervisors.

### **Quality of teaching, learning and assessment**

**Good**

- Teaching is now consistently good and its quality has improved since the previous inspection. As a result, pupils have made particularly good rates of progress in writing, mathematics and phonics.
- Lessons sustain pupils' engagement because they are lively and interesting. For example, pupils in Year 6 were keen to use historical knowledge of life in the second world war to discuss the role of propaganda in government posters.
- Teachers use good subject knowledge to plan and support learning effectively. Resources engage pupils well. This was seen in Year 1 where staff had set up the role-play area as a veterinary surgery. Pupils enjoyed dressing up as vets and customers to re-enact events at the surgery. They wrote imaginary records for their pets and produced 'bills' for customers that explained the treatment that 'pretend pets' had received. Pupils were very keen to take part in these writing activities.
- Teachers now match work more closely to pupils' abilities. Staff provide just the right amount of challenge to move learning forward, particularly in mathematics and writing

sessions. In Year 2, pupils used shapes, squared paper and cubes to try to work out a quarter. Although some children struggled at first, they showed resilience and kept on trying. By the end of the lesson, they were solving such problems with ease.

- Pupils write with enthusiasm and enjoy using their imagination. Writing activities are often linked to topics they study in other subjects. Pupils are keen to write about their science experiments and to write information paragraphs about their history work. Year 5 pupils researched Victorian entertainment with interest before writing information pages to explain their knowledge.
- Staff teach mathematics well across the school. Pupils' work and examples of learning seen in lesson observations show that staff regularly teach a range of areas across the mathematics curriculum. Teaching about number, calculation, shape and measurement was observed during the inspection. Teachers use mathematics skills confidently in other subjects. In an art lesson, younger pupils measured rectangles and squares to create pieces of collage in the style of Mondrian. Other pupils learned how to use thermometers in geography to help them track changes in the weather.
- Phonics teaching is strong, especially from early years and into key stage 1. Pupils make good progress as they use their phonics skills competently in reading and writing tasks.
- Pupils were keen to read to inspectors and decoded new words with confidence. However, wider reading skills are not developed as well as phonics. Some pupils find it difficult to write detailed answers to their comprehension questions so they cannot explain their full understanding of the texts. While pupils enjoy reading, they do not have enough opportunities to change their reading books regularly. This limits pupils' opportunities to read widely at home and at school.
- In science and some of the foundation subjects, staff occasionally miss opportunities to challenge the most able pupils as fully as possible. Consequently, the most able pupils do not reach the very highest of standards in some of these subjects.
- Teaching assistants give useful support to individuals and groups of pupils. They are deployed effectively to challenge pupils' thinking and learning.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show high levels of care and respect for others. They work happily in cooperation with their peers to discuss their knowledge in all subjects.
- A wide range of sporting, curricular and artistic activities are offered so pupils' physical and emotional well-being are developed well.
- Pupils say they feel safe in school. They understand how to keep themselves healthy and safe in different situations, such as when crossing the road, riding bicycles and using the internet.
- Pupils say bullying is rare. They are confident that adults listen to them and respond quickly when needed. During the inspection one incident of name-calling was

overheard. Staff promptly dealt with it sensitively and efficiently and made it very clear that derogatory language would not be tolerated.

- The vast majority of parents are confident that pupils are safe, happy and well cared for in school.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils demonstrate excellent attitudes to learning which have a strong, positive impact on the progress they make. They are most cooperative in discussions and make sure that no-one in their group is left out of their conversations.
- Leaders promote high standards of behaviour and this is reflected in the pupils' impeccable conduct in lessons and around school. Pupils are courteous, polite and well mannered in all areas of the setting.
- Pupils' books are extremely neat and well presented as they take a genuine pride in their work. Pupils are proud that 'everyone is kind here' and explain that newcomers are always welcomed into their school, regardless of how different they may be from others.
- Pupils maintain very positive behaviour during PE lessons where they listen attentively to staff and visitors, making sure that any suggestions for improving their skills are swiftly acted upon. Similarly, in whole-school singing sessions, pupils sing with vigour and their songs resound around the building. The leader of music needs only to use an occasional hand signal to ensure pupils' responses during singing sessions as pupils are all so focused and attentive.
- Overall attendance has improved and is broadly average. Senior leaders work tirelessly with parents to improve attendance for individuals.

## Outcomes for pupils

**Good**

- Current pupils generally make good progress in reading, mathematics and writing, as well as in other subjects across the curriculum.
- Pupils begin Year 1 with skills and knowledge that are slightly below those that can be expected for their age. Their achievement in the national phonics check has continued to increase for the past three years. The proportion of pupils who meet the expected standard in this check is now much closer to average.
- Pupils' progress and achievement across key stage 1 are good, with the majority of pupils now reaching or exceeding expected attainment in reading, writing and mathematics. The number of pupils who work at greater depth in reading at key stage 1 is high.
- Progress is accelerating across key stage 2. In unvalidated published data for 2016, pupils' progress from Year 3 to Year 6 was particularly swift in mathematics and writing. Progress was not quite as rapid in reading and leaders have correctly identified this as an area for further improvement.
- Work in pupils' books shows that more able pupils are currently making good progress because of the correct levels of challenge in writing and in mathematics. This includes

the most able disadvantaged pupils.

- Reading records show that pupils make good progress but not at such a swift rate in key stage 2 as in other subjects. For example, pupils do not yet use enough detail to explain their answers to reading comprehension questions. Progress through the school's reading scheme is slowed when pupils do not have enough regular opportunities to change their reading books. As a result of these issues, pupils in general make less rapid progress in reading when compared to that seen in mathematics and writing. Fewer of the most able pupils in key stage 2 reach the very highest of standards in reading.
- Disadvantaged pupils make good progress and the difference between their performance and that of all pupils nationally has diminished quickly. This demonstrates that leaders use the pupil premium resourcefully.
- The school is quick to identify any pupils who are at risk of falling behind. Teachers make careful provision for these pupils, including pupils who have special educational needs and/or disabilities. Pupils who speak English as an additional language are equally well supported because teachers provide activities that match their specific needs and abilities. All groups of pupils make good progress from their different starting points.
- During the year, a high proportion of pupils join the school after having moved to Hull directly from other countries around the world. Many of these pupils are at the very earliest stage of learning to speak English. Staff assess their skills promptly and provide targeted support to ensure that they quickly learn to understand and speak English.

### Early years provision

**Good**

- Children enjoy the many opportunities provided for them to learn, investigate and explore in the early years unit. They make good use of activities offered inside and outdoors. Their play is focused, lively and imaginative.
- Children's behaviour and attitudes to learning are outstanding. They settle quickly to activities, set themselves challenges and remain at tasks until they are completed. For example, in the mathematics area a group of boys focused very carefully to arrange and fit tessellating shapes together in different arrangements.
- Children quickly learn important social skills such as sharing and turn-taking. Staff provide many activities for children to explain and explore their emotions so children's well-being is securely developed.
- Staff observe children closely to follow their interests and use questioning effectively to deepen children's knowledge and extend their thinking. They intervene sensitively at just the right moment so that errors are corrected and advice is given to help children improve. For example, during writing tasks staff demonstrate how to hold pens correctly and show children how to form letters legibly.
- Teachers develop children's early reading skills extremely well with the systematic teaching of phonics. Children move on to use their phonics skills confidently in many other areas of learning.
- Staff use assessments of children's learning to plan lessons that build on children's

previous knowledge and skills. Links made with other schools have helped staff ensure that their assessment information is accurate.

- The majority of children start the early years unit with skills and knowledge below those typical for their age and many are at a very early stage of learning to speak English. While children make good progress from their different starting points, attainment overall remains below that seen nationally at the end of Reception. Staff make excellent provision for children to move into Year 1 so that pupils are supported to catch up quickly to where they should be.
- Leadership in the early years is strong. Links with parents have improved over time. More parents now provide information about their children's achievements at home and these form part of the children's learning journals.
- The early years leader ensures that children who have special educational needs and/or disabilities are quickly identified. These children are then provided with the specific help they need to make good progress.
- Staff are vigilant in managing the safety and welfare of children. Safeguarding is effective and staff make sure children are happy and safe in the early years.



## School details

Unique reference number	117816
Local authority	Kingston upon Hull City of
Inspection number	10023825

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	The governing body
Chair	Mr Graeme Brook
Headteacher	Mrs Teresa Brady
Telephone number	01482 441 152
Website	<a href="http://www.sidmouthprimaryschool.co.uk">www.sidmouthprimaryschool.co.uk</a>
Email address	<a href="mailto:head@sidmouth.hull.sch.uk">head@sidmouth.hull.sch.uk</a>
Date of previous inspection	

## Information about this school

- This is a school that is larger than most primary schools. The proportion of pupils who join and leave the school during the year is well above average.
- The majority of pupils speak English as an additional language and are from a range of minority ethnic groups.
- The proportion of pupils who qualify for a free school meal and receive the pupil premium funding is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities but do not have an education, health and care plan or statement of special educational needs is below that of other schools nationally. The proportion of pupils with a statement of

special educational needs or an education, health and care plan is also below the national average.

- In the early years, children attend the Reception class full-time and the Nursery on a part-time basis.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- The inspectors visited several lessons to observe teaching and learning. Several of these visits were to undertake joint observations with senior leaders. Inspectors also listened to readers from Year 1 and Year 6.
- Meetings were held with senior and middle leaders, including subject leaders for English, mathematics and science. Inspectors met with the leader in charge of early years and the coordinator for special educational needs.
- Discussions were held with pupils, parents, members of the governing body and a representative from the local authority.
- Eighteen responses from the online questionnaire (Parent View) were considered.
- The inspectors looked at a variety of evidence relating to the school's view of its own performance and plans for improvement. Work in pupils' books, school assessment information and records of attendance were examined. The school's records of behaviour were also checked.
- Information relating to safeguarding and the work of governors in school were looked at together with anonymised records of staff performance over time.

## Inspection team

Anne Humble, lead inspector	Ofsted Inspector
Angela Harper	Ofsted Inspector
Jane Langley	Ofsted Inspector

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