

Skidby Church of England Voluntary Controlled Primary School

Main Street, Skidby, Cottingham HU16 5TX

Inspection dates

12–13 March 2019

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	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The recently appointed headteacher has brought stability to the school. He has worked hard to improve teaching and pupils' progress. As a result, pupils are receiving a good education, which is improving quickly.
- Teaching, learning and assessment are good across the school. Pupils enjoy lessons because teaching is challenging them to learn more and achieve better.
- Across year groups, pupils who are currently in the school are making good progress in reading, writing and mathematics.
- Rapid improvements in the early years have led to children receiving a good education. They are now well prepared for the next stage of their education.
- Pupils behave well and have positive attitudes to learning. They respect and listen to one another and work well together.
- Pupils attend school regularly. They are very happy in school and feel safe.
- Parents are positive about the school's work and the education their children receive. They are confident that their children are kept safe and are cared for well.
- Governors are very well informed and know their school well. They provide the right level of support and challenge.
- Leaders are developing a broad and balanced curriculum. However, there is still more to do to ensure all subjects provide meaningful learning experiences for pupils.
- Some pupils are not making the progress of which they are capable in phonics.
- Occasionally, in some classes, pupils are not using their arithmetic skills to solve problems in mathematics.
- The roles of middle leaders in the school have yet to be established.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management, by:
 - developing middle leaders' skills and knowledge so they can drive improvements in the school
 - continuing to develop a rich and varied curriculum.
- Develop teaching, learning and assessment further by ensuring that:
 - opportunities for pupils to apply their arithmetic skills to problem-solving activities are consistent in all classes
 - learning activities for phonics are sufficiently challenging and more closely matched to pupils' needs.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher is determined to continually improve the quality of education for all pupils at the school. Over a short period, he has brought stability to the school and made significant changes to how the school runs. These changes have been very effective. As a result, the school is improving quickly.
- Leaders have a good understanding of the strengths and weaknesses of the school. They have developed a clear vision and detailed plans for improvement. They have also provided effective professional development for teachers. Leaders' systematic approach to tackling the issues identified in the previous inspections has led to significant improvement.
- The headteacher and governors are sensibly building capacity in leadership. However, this is in the early stages. There is more to do to ensure that middle leaders have the skills and knowledge to drive improvements in the school.
- Leaders have ensured that there are good opportunities for pupils to learn about fundamental British values and be prepared positively for life in modern Britain. Pupils are highly considerate of each other and welcome the opportunity to learn about different faiths. Pupils are acutely aware of the importance of tolerance and respect.
- The school makes the most of opportunities to celebrate other cultures. For example, younger pupils learned about Chinese New Year by hanging their wishes on a wishing tree. People from within the community talk about their faith journey and pupils are encouraged to explore ideas by asking questions.
- Leaders are developing a broad and balanced curriculum that meets the needs of all pupils. They have thought hard about the skills pupils need to learn that are appropriate for their age. For example, pupils throughout the school have been learning computer coding skills, resulting in older pupils having a good understanding of algorithms and creating their own computer games.
- Subjects such as music, art and computing are taught well and pupils are developing good skills in these subjects. Pupils also have good opportunities to enhance their skills in these subjects, such as a visit to a sculpture park to support their work in art. The diverse, high-quality school trips on offer mean teachers can create experiences that enhance classroom learning. However, there is still work to do to ensure all subjects provide deep learning experiences for pupils.
- Good use is made of the primary sports and physical education funding to increase the opportunities for pupils to participate in competitive sport and after-school sports clubs. Leaders have also invested in additional resources to increase activity, such as the outside gym.
- The small amount of funding the school receives for disadvantaged pupils is used effectively to provide additional support. As a result, these pupils are making good progress.

Governance of the school

- Governors know the school well. They are ambitious for the school and are determined that the school continues on its journey of improvement. Governors work closely with school leaders and provide effective support and challenge; they are well informed and hold leaders fully to account.
- Governors have given the headteacher strong support through a period of instability, and are now able to see the benefits of that support. Governors understand what needs to be done to improve further and are committed to driving these improvements in partnership with school leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school. The safeguarding team ensures that staff are well trained and updated regularly. Staff are vigilant and know what to do if they have concerns about a pupil. They know their pupils well and are alert to any changes that may indicate a wider concern.
- Safeguarding procedures are robust and fit for purpose. The school maintains meticulous records. All appropriate safer-recruitment procedures are efficiently undertaken. There are excellent procedures in place to ensure that the single central register is compliant, with regular checks carried out by governors.
- When necessary, leaders work closely with families and other agencies to ensure that children and their families receive the support they need.

Quality of teaching, learning and assessment

Good

- Teachers successfully plan learning activities that meet the needs and interests of the range of ages and abilities in their classes. As a result, pupils enjoy their learning, participate in lessons enthusiastically and try hard to complete their tasks to the best of their ability. This is contributing to pupils' good progress overall.
- Teachers are helping pupils improve their reading skills well, especially in key stage 2. They use interesting texts to engage pupils' interests and support their learning across the curriculum. For example, pupils were engaged by a book telling the story of apartheid, which led to a discussion on injustice and intolerance.
- The teaching of writing is good. Teachers ensure that pupils learn to write in different styles and for different audiences. Teachers choose interesting texts to capture pupils' imagination and support their learning. Pupils understand the conventions of different genres and demonstrate this in their own compositions. Younger pupils use punctuation and capital letters accurately, forming sentences with increasing complexity. Pupils' writing is improving rapidly as a result.
- Teachers are supporting pupils to develop skills in subjects other than English and mathematics. Good examples of pupils' work in sculpting and art are displayed prominently around the school and show a good level of skills appropriate to the ages

of pupils.

- Pupils make good progress in mathematics. In most classes, teachers plan meaningful and wide-ranging opportunities to solve problems, investigate mathematical ideas and develop mathematical reasoning. However, a minority of younger pupils are not given enough opportunities to apply their arithmetic skills to more complex problems.
- In phonics lessons, teachers take opportunities to explain that sounds can be made with different groups of letters. This helps pupils to read simple words. However, the learning activities they are engaged in do not consistently challenge pupils to make good progress.
- Teaching assistants have a good understanding of their roles and provide effective support to the pupils they are working with.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Throughout the school, pupils are polite, friendly and welcoming. They show respect, both to adults and to each other. When working together, pupils show good levels of cooperation and help one another willingly. In lessons, they respond well to tasks they have been given and enjoy the work they do.
- Leaders ensure that pupils learn about issues that are affecting the environment. Older pupils completed an animation project. This helped them develop an understanding of the Amazon rainforest and how different species are endangered as a result of deforestation. Pupils who attend an after-school club are finding ways to recycle plastic and have raised money for composting and recycling bins for the school site.
- The school offers a range of opportunities for pupils to participate in a number of after-school sports clubs and competitive events, such as dodgeball and multi-sports. Older pupils go on a residential visit each year at an outdoor pursuits centre. The breakfast club provides a healthy meal each morning for any pupil who wishes to attend.
- Pupils are taught how to keep themselves safe in a variety of situations, such as when using the internet. They are well informed about different aspects of safety through visits to the school from the police, ambulance and fire services.
- Pupils are beginning to take on roles and responsibilities in the school, such as assembly leaders. Leaders have plans to establish further leadership roles for pupils, such as playground and sports leaders, but they have yet to be implemented.

Behaviour

- The behaviour of pupils is good. Around the school, in the dining hall and on the playground, pupils are well behaved and courteous to each other and adults.
- Pupils say that bullying and inappropriate behaviour are rare and that they are dealt with quickly by adults, if they occur.

- Attendance has been consistently higher than the national average and remains so. Pupils are rarely absent and they arrive to school each morning on time.
- Classrooms are well-organised learning environments. Pupils have good attitudes to learning, and during lessons they are supportive of each other. They respond well to instructions and are keen to learn. Consequently, pupils' positive attitudes mean that behaviour rarely disrupts lessons.
- Pupils mostly show a pride in their work, especially with their writing. Sometimes, however, a minority of pupils do not show the same care and attention to detail as other pupils and produce untidy work.

Outcomes for pupils

Good

- In 2018, pupils in Year 6 made expected progress from their starting points and attained standards that are above national averages in reading, writing and mathematics. The proportion of most-able pupils reaching a higher than expected standard at the end of key stage 2 is above average in reading and mathematics. As a result, pupils are well prepared for learning when they start their next stage of education.
- Attainment for pupils in Year 2 is above average in reading, writing and mathematics, particularly the proportion of pupils attaining a greater depth in these subjects. This is because of the good progress pupils make from their starting points when they leave the Reception class.
- A scrutiny of pupils' work, and observations of learning, show that current pupils make strong progress across subjects. Improved teaching, particularly in key stage 2, has ensured that pupils develop their knowledge, skills and understanding well in reading, writing and mathematics.
- The small proportions of disadvantaged pupils and those with special educational needs and/or disabilities who are currently in the school achieve as well as other pupils with similar starting points.
- Pupils achieve well in music, computing and art. This reflects the actions leaders have taken to improve teaching and learning in these subjects. However, the progress pupils make and the standards they attain in other subjects, such as history and geography, are not currently as good.
- Most pupils read with fluency and comprehension skills that are appropriate to their age and ability. Most-able pupils read with good use of intonation to convey understanding of the text. However, the proportion of pupils meeting the expected standard in the Year 1 phonics screening check over the last two years has been below the national average.

Early years provision

Good

- Most children enter the early years with skills and knowledge which are typical for their age. They adapt quickly to the school and are happy, motivated and ready to learn. Children make good progress during their time in the Reception class and are prepared well for the move into Year 1.
- During the school's recent inspection, leaders were asked to make more effective use of the outdoor area and improve teaching and learning in the early years. Inspection evidence shows that leaders have worked hard to ensure that these issues are addressed with some urgency. The outdoor learning environment now provides meaningful learning experiences for children. Teaching has also improved, and observations of learning show that it is now good.
- The early years leader is new to her role, enthusiastic and keen to do well. She has received valuable support from the local authority and has visited other schools to observe best practice. Her leadership skills, and her effectiveness, are developing as a result.
- Activities enable children to practise their fine motor skills and then apply them to writing. Children are forming their letters properly and are writing simple sentences correctly. Children make good progress in meeting the early learning goals in writing.
- Children have good relationships with adults, as well as with each other. They listen carefully and concentrate well until they have finished their task. Children's behaviour in the classroom and outside is very good.
- Staff communicate with parents well. Parents are appreciative of the information they receive about how well their children are doing and what they are learning. Parents contribute well to their child's experience throughout the early years.
- Safeguarding is effective and children's welfare requirements are met. Staff are well trained and vigilant in ensuring that all children are safe.

School details

Unique reference number	117992
Local authority	East Riding of Yorkshire
Inspection number	10086825

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	The governing body
Chair	Kate Makepeace
Headteacher	Stuart Richardson
Telephone number	01482 846169
Website	http://www.skidbyprimaryschool.org.uk
Email address	skidby.head@eastriding.gov.uk
Date of previous inspection	11–12 February 2014

Information about this school

- The school is much smaller than an average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils with special educational needs and/or disabilities is below average.
- The proportion of disadvantaged pupils, who are known to be eligible for support through the pupil premium funding, is below average
- The early years includes a Reception class where children attend full time.
- The school provides a breakfast club each morning for pupils.

Information about this inspection

- The inspector observed learning in all classes. These were observed jointly with the headteacher.
- Pupils' work from all classes was scrutinised.
- The inspector listened to pupils read. Pupils selected to read were from classes in key stage 1 and key stage 2.
- Meetings were held with pupils, the headteacher, other staff, four members of the governing body and a representative of the local authority.
- The inspector observed pupils moving around the school outside lessons, including on the playgrounds, during breaks, in the dining hall and during assembly.
- The inspector scrutinised a number of documents, including the school's self-evaluation, school improvement plans, and documents on attendance and safeguarding.
- The inspector took account of the 29 free-text opinions from parents and the 30 responses to Ofsted's online questionnaire, Parent View.
- The inspector spoke informally with parents at the end of the school day.

Inspection team

Alan Chaffey, lead inspector

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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