

# Inspection of Skipsea Primary School

Hornsea Road, Skipsea, Driffield YO25 8ST

---

Inspection dates: 10–11 December 2019

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this school?**

This small village school is at the heart of the community. Pupils and parents and carers say it is like one big family. Staff know the pupils well. Pupils look out for each other. They say they feel happy and safe. They are adamant there is no bullying in their school. They know there are adults who will listen if they ever have any worries.

Staff have high expectations for every child. Pupils respond well. They enjoy the praise and rewards they get for working hard and for good behaviour. Rare incidents of poor behaviour get resolved quickly.

Pupils enjoy the work they do in school and at home. They like learning from visits and visitors. Pupils explained how they learn important life skills in all weathers from their forest school experiences. The homework menu they have each half term gives a list of activities to choose from. This means that pupils can pick tasks that interest them.

Pupils enjoy the opportunities they have to take part in competitive sports between their houses and against the other school in the federation. They get many opportunities to develop leadership skills. Many act as play leaders, house captains or school council representatives.

## **What does the school do well and what does it need to do better?**

Leaders are redesigning the curriculum. Current plans for most subjects show how work is sequenced. It is clear how pupils will build on their learning, year on year. However, there is more work to do in some subjects. Nevertheless, it is clear from leaders' actions that they are in the process of bringing this about. The knowledge organisers they are working on will help pupils to remember more.

The early years curriculum is constantly adapted to meet children's needs and interests. Staff use questioning well to add challenge and to extend play. They encourage independence. The classroom is well resourced and organised. However, the outdoor area is not as well developed or used. Children love it when it is their turn to take Bobby the bear home. Their parents help them to record their weekend adventures together.

New books have raised the profile of reading. Most say that they like reading and enjoy taking books home. Effective work on new words and phrases is helping pupils to read with understanding. The phonics programme is well sequenced and effectively taught. Books are well matched to pupils' phonic knowledge. Most quickly gain the skills they need to become fluent readers. Those who fall behind get extra support to catch up. However, these pupils would benefit from spending more time reading the same book to develop fluency.

Recent work to improve writing at key stage 1 has been effective. Pupils are now

able to edit and improve their work with support. However, many do not do this independently. Handwriting has improved. However, many pupils in early years and Year 1 do not form letters correctly.

The teaching of mathematics has also improved. Pupils now have regular opportunities to reason and solve problems. Teachers check understanding and adapt teaching to meet pupils' needs. Pupils spend time each day on practising basic skills. This is helping them to become more fluent and to remember more.

Attendance improved over last year to be broadly in line with the national average. Most pupils want to come to school. They are eager to learn, try hard and take pride in their work. They get along well together. They show respect for adults and each other.

Work on personal development is a strength of the school. Pupils have opportunities to find out about different religions and cultures. They enjoy looking for similarities and differences. Staff encourage pupils to reflect on their own learning and that of others. They help pupils to think about the wider world beyond Skipsea by initiating discussions about global issues.

Teachers and teaching assistants know their pupils well. They are quick to identify individual needs. They have created a plan for each pupil to show the support and challenge staff will provide. This means that all pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

The school has a positive relationship with the local community. Staff engage well with parents. Most parents are very positive about the work the school does to support pupils and their families.

Leaders know what they need to do to continue to improve the school. Governors have a broad range of skills. This enables them to provide a balance of support and challenge for leaders' actions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make appropriate checks to make sure that all adults are suitable to work with children. They make sure that all staff are well trained. This means staff know what to look out for. They report all worries, no matter how small. Leaders are quick to follow up any concerns. Many parents praise the school for the way staff care for their children. They say they find the information on the school website about safeguarding useful. Pupils learn how to recognise and deal with risks in age-appropriate ways. For example, they learn about how to stay safe online.

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

## **(Information for the school and appropriate authority)**

- The school's curriculum is not coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have already taken to plan the curriculum in some subjects that they are in the process of bringing this about. Current outline plans do show what must be taught in each subject in each year group. However, in some subjects, such as history, these need to be expanded upon so that they give more detail and make the sequence of learning clear.
- The early years outdoor area is not well organised or well resourced. This means that it is not being used as well as it should be to enable pupils to develop their skills in all areas of learning. Leaders need to consider how this area can be developed so that it is a more effective learning space.
- Work to improve writing has not been fully embedded. This means that pupils in Year 2 are not all able to edit their work independently. Pupils in early years and Year 1 do not form letters correctly. Leaders need to continue to support staff to make sure that improvements continue.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	117882
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10089007
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	46
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Cheryl Morgan Muir
<b>Headteacher</b>	Carole Shiels
<b>Website</b>	<a href="http://www.skipsea.eriding.net">www.skipsea.eriding.net</a>
<b>Date of previous inspection</b>	6 May 2015

## Information about this school

- There have been many changes in staff since the last inspection. This includes the appointment of an assistant headteacher.
- The school is much smaller than the average-sized primary school.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, assistant headteacher, early years leader and some subject leaders.
- An inspector met with two members of the governing body and looked at the minutes of governing body meetings.
- An inspector met with a representative of the local authority.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records.
- An inspector discussed the school's records on attendance and behaviour with leaders.

- An inspector analysed the school's self-evaluation document and plans for improvement.
- We talked informally with pupils in lessons and at breaktimes.
- An inspector talked to a number of parents as they dropped their children off at the start of the school day. Inspectors also took account of the eight responses to Ofsted's survey, Parent View.
- The subjects considered as part of this inspection were reading, mathematics, history and music. We carried out deep dives in these subjects. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning, and scrutinising pupils' work. An inspector also listened to pupils read and observed a teacher listening to pupils read.

### **Inspection team**

Chris Cook, lead inspector

Her Majesty's Inspector

Angela Harper

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019