

Inspection of Sproatley Endowed Church of England Academy

Balk Lane, Sproatley, Hull HU11 4PR

Inspection dates: 3 and 4 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Sproatley Endowed Church of England Academy is a calm, caring and friendly place to be. Pupils learn and play well together. Behaviour is good. Pupils say that bullying does not happen here. They are confident that adults would deal with it effectively if it occurred. Parents and carers say that Sproatley is 'extremely warm and welcoming'. They say that at the end of the school day, everyone, including the headteacher, stands outside to say goodbye to the children. This school has a 'real community feel'.

Leaders have designed an ambitious curriculum; they have high expectations for all pupils. As a result, pupils are enthusiastic about their learning; they say that teachers make learning interesting, enjoyable and fun. Pupils listen thoughtfully in discussions. They are extremely eager to share their well-considered ideas. They enjoy the opportunities they have in school to develop their interests and talents. For instance, a number of pupils are able to excel, to impressive levels, in learning a musical instrument. These include woodwind and string instruments and the piano.

Pupils are particularly pleased that school trips have resumed following the COVID 19 (coronavirus) pandemic. Pupils say they are particularly looking forward to 'The Rudolph Run' in December which will support a local hospice.

Pupils, parents and carers are overwhelmingly positive about the school. They are immensely proud to be a part of this special community that leaders have created.

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

Leaders have recently introduced a new approach to the teaching of early reading. Children begin their journey in reading from Nursery with daily phonics sessions. Leaders ensure that this journey continues throughout the pupils' time in school. Staff make sure the books that pupils are given to practise their reading are well matched to the sounds they know. This helps pupils to develop their confidence in reading. Almost all pupils can read accurately and fluently by the end of Year 2. However, there are some inconsistencies in the teaching of phonics. The reading leader has plans in place to address this, with support from the local English hub and trust specialists.

Teachers regularly check what pupils have learned and remembered in mathematics. This enables pupils to build successfully on their knowledge in mathematics over time. Leaders have paid considerable attention to ensuring that pupils gain a deep understanding of mathematics. The subject leader is determined that all pupils will become proficient in all aspects of the mathematics curriculum. Teachers explain more complex ideas in mathematics using a variety of methods. Their focus on helping pupils to make connections in their mind and to build on their learning, step by step, is helping them to deepen their understanding.

The headteacher, with support from the trust, has provided subject leaders with effective training and support to enable them to successfully develop the curriculum in their subjects. Senior leaders have a comprehensive plan in place to enable leaders to monitor their subjects.

Pupils enjoy good relationships with one another and with the adults who care for them. During social times, pupils of all ages mix happily together. Pupils say that bullying is rare. Occasionally, when pupils become unfocused, adults are swift to re-engage them. Leaders have prioritised supporting pupils to manage their own behaviour. Highly experienced support staff provide effective support to pupils who need it. For example, some pupils attend the nurture room for extra support from the well-being leader. This helps pupils to know when they need to calm down and helps them to learn how to do so by themselves.

Leaders and staff carefully consider pupils' wider development. They are keen to nurture all pupils' talents and interests, in order to give them the chance to shine. An example of this is the school's commitment to providing music tuition to large number of pupils. As a result, many pupils excel in playing a musical instrument. The school enhances the curriculum by offering cultural experiences such as visits. These include visits to the theatre and to museums. Teachers take pupils on overnight residential. Pupils can join after-school clubs, such as judo and gardening. Many do. Pupils are encouraged, in line with the school's Christian ethos, to care for others and think about those who are less fortunate than themselves. Pupils willingly take part in charitable events and raise money for good causes.

Pupils show respect for their peers, adults and the community. They know the difference between right and wrong and care for others. For example, pupils in Year 5 and 6 could confidently talk about what they would do if they were sent inappropriate messages on social media. In the conversations held with inspectors, pupils were unable to talk about issues such as the experiences of people who may face prejudice. While the curriculum for personal, social, health and economic education is well considered, it does not sufficiently prepare pupils well enough for life in modern Britain.

Parents overwhelmingly praise the work of the school. Parents of pupils with special educational needs were effusive in how leaders ensure that their children are supported.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and her deputy have created a positive safeguarding culture across the school. Leaders ensure that, through regular training and updates, safeguarding is at the forefront of everyone's minds. Staff know what to do if they have concerns about a pupil. Leaders have clear systems in place to identify, support and manage any safeguarding concerns. Records are detailed and show that concerns are followed through promptly. This helps ensure that pupils and

families get the support they need. All adults are appropriately checked to ensure they are suitable to work with pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are some inconsistencies in the implementation of the school's new phonics programme. As a result, some pupils are not learning to read as well as they should. Leaders should ensure that adults who teach phonics receive appropriate training so that they can implement the school's phonics programme effectively. Leaders should ensure that all pupils achieve as well as they should in reading.
- There are insufficient opportunities for pupils to develop a deep understanding of concepts such as diversity and tolerance. This means that pupils are not fully prepared for life in modern Britain. Leaders should ensure that the curriculum includes content on diversity and tolerance, so that pupils gain sufficient understanding of tolerance and diversity at an age-appropriate stage so that they are well prepared for life in modern Britain.

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 information from Ofsted Parent View 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 are the school and you are 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

Unique reference number	144082
Local authority	East Riding of Yorkshire
Inspection number	10200622
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	Board of trustees
Chair of trust	Patricia Ellison
Headteacher	Gillian Pepper
Website	www.sproatley.ebor.academy
Date of previous inspection	Not previously inspected

Information about this school

- Sproatley Endowed Church of England Academy converted to become an academy in June 2017. When its predecessor school, Sproatley Endowed Church of England Voluntary Controlled School, was last inspected by Ofsted, it was judged to be good overall.
- Sproatley Endowed Church of England Academy is part of The Ebor Academy Trust.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, science and physical education. In each subject, inspectors met with subject leaders, visited lessons, talked to pupils and teachers and looked at pupils' work.

- Inspectors met with the headteacher, the special educational needs coordinator, subject leaders, groups of teachers and members of the local governing body, including the chair of governors.
- Inspectors met with the chief executive officer of The Ebor Academy Trust.
- Inspectors reviewed safeguarding records, including the central record of recruitment checks on staff.
- Inspectors spoke to parents during the inspection and considered the views of 29 parents who responded to Ofsted’s parental questionnaire, Parent View.
- Inspectors considered the views of staff from conversations and took account of the responses to Ofsted’s staff survey.
- Inspectors spoke with pupils formally and informally about their day-to-day experiences at the school.

Inspection team

Marcus Newby, lead inspector

Her Majesty’s Inspector

Lynda Florence

Ofsted Inspector

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