

Inspection of a good school: Skelton Primary School

Station Lane, Skelton, Saltburn-by-the-Sea, North Yorkshire TS12 2LR

Inspection dates: 18 and 19 May 2022

Outcome

Skelton Primary School continues to be a good school.

What is it like to attend this school?

At Skelton Primary School, the work of staff and pupils is underpinned by their motto: 'The difference between try and triumph is umph.' Pupils aspire to the 'Skelton 5 R's' which are depicted by superheroes: Reflective Ralph, Resilient Rosa, Responsible Rita, Ready Raj and Respectful Ron. Weekly rewards and house points encourage pupils to fulfil the R's. There is a calm and purposeful learning atmosphere throughout the school.

Leaders have high expectations for all pupils. Pupils achieve well across the curriculum. Work is of a high standard, particularly in mathematics and art. Although some subjects are taught as stand-alone subjects, many are taught through 'big ideas' topics. Pupils have a clear understanding of the subjects they are learning and make connections across a topic. For example, as part of the current Jubilee Jamboree big ideas topic, work included mathematics, computing, design and technology, and art. While leaders have made a strong start to curriculum planning and assessment, they recognise that this work needs further development.

Pupils and staff feel happy and safe. Pupils know they are cared for well. Pupils are well behaved at school. They understand what constitutes bullying. When pupils fall out, they have the skills to try and 'fix it themselves'. Staff are on hand to quickly address any issues. Pupils and their families benefit from access to the highly trained school nurture team. Leaders ensure that the most vulnerable pupils are well supported.

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

Leaders have created a well-planned curriculum. The planning includes the skills and knowledge that pupils need to learn and know. Leaders have identified the core concepts pupils need to learn in each subject and year group. The core concepts are specific to the learning that current pupils, taking into account the impact of COVID-19, need. Leaders' evaluation of the curriculum recognises that the core concepts need revision. For example, leaders have identified that while pupils are taught about artists, specific artists

are not included in the planning. Leaders have identified the crucial vocabulary pupils have to learn in most subjects.

Subject leaders are well trained and share their knowledge effectively with staff. Teachers are skilled at addressing pupils' misconceptions during lessons. Pupils value and act on the feedback they receive. In most subjects, teachers' assessments inform their future plans effectively.

Pupils are well behaved during lessons and throughout the school day. Pupils play cooperatively at breaktimes and lunchtimes. They enjoy accessing a wide range of equipment. Leaders ensure that any incidents of inappropriate behaviour are carefully addressed.

The provision in early years is well organised. Children access meaningful learning activities. Staff promote the children's independence effectively. For example, one Reception child successfully accessed a quick response (QR) code, followed the instructions to make a cross, took a photo and wrote about it. Staff model vocabulary effectively and extend the children's learning well.

Leaders and staff ensure that reading has a high priority in school. Staff are well trained to teach early reading. Pupils who are not keeping up are identified quickly. Effective support is put in place. Staff ensure that reading books are well matched to pupils' phonics ability. As a result, pupils read with fluency and understanding. Pupils enjoy reading. They talk enthusiastically about books they have read.

Pupils with special educational needs and/or disabilities (SEND) are identified early. Effective support is put in place. The special educational needs coordinator (SENCo) works well with external agencies to ensure that pupils with SEND receive the help they need.

Leaders ensure that pupils are taught life skills. These lessons cover all aspects of keeping safe and healthy and cover personal, social and health education, citizenship and relationships and sex education. Pupils have a thorough understanding of equality and the fundamental British values, such as democracy and respect. Leaders are in the very early stages of developing assessment for the life skills curriculum, with a focus on pupil safety.

Pupils value taking on roles of responsibility, such as school councillors and house captains, in school. They speak proudly of their work on the school parliament. Pupils are delighted that some of their suggestions have been introduced, such as the large outdoor castle, and ties and lockers for the Year 6 pupils. Pupils across the age groups enjoy a wide range of clubs and educational visits, such as art, football and choir.

The school is well led and managed. Leaders, including governors, have accurately identified the school's strengths and areas for further development. The leadership structure is effective. There is a strong and effective coaching approach for staff. Year group teams work well together, for example when planning learning activities for pupils. Staff value support from senior leaders, especially with their workload.

Safeguarding

The arrangements for safeguarding are effective.

There is an effective safeguarding culture at the school. Leaders and staff are well trained. Leaders ensure that staff receive regular safeguarding updates. Staff are aware of the local safeguarding risks, for example pupils accessing inappropriate social media. These are included in the curriculum and well taught, so pupils know how to stay safe, both online and offline.

Staff know the pupils and their families well. Concerns are logged and followed up in a timely and effective manner. As a result, vulnerable pupils are identified quickly and receive the help they need. Leaders have made the necessary checks on all adults who have regular contact with the pupils. Documentation, including record-keeping and information for staff, parents and carers, is extremely thorough.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have created a well-planned curriculum. However, the core concepts that leaders intend pupils to know and remember in each subject need refining. They do not cover fully the crucial knowledge and skills that pupils need to learn. Leaders are aware that they need to revise the core concepts, so that staff know precisely what to teach and assess.
- Teachers do not currently assess the impact of life skills lessons, because leaders have not fully identified the core concepts they would like pupils to know and remember. Leaders do not have a clear understanding of gaps in pupils' knowledge and skills in this area. Leaders need to continue to develop and implement the new assessment criteria for life skills lessons and ensure that they are used consistently by staff.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 26 and 27 April 2017.

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	140319
Local authority	Redcar and Cleveland
Inspection number	10228039
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	536
Appropriate authority	Board of trustees
Chair of trust	Laura Allan
Headteacher	Sarah Walker
Website	www.skeltonprimaryschool.co.uk
Date of previous inspection	26 and 27 April 2017, under section 5 of the Education Act 2005

Information about this school

- Skelton Primary School is a stand-alone academy.
- Leaders run a breakfast club.
- The school uses one registered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held several meetings with the headteacher during the inspection.
- The inspector met with the early years leader, the SENCo and leaders responsible for pupils' personal development.
- The inspector met with three trustees.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector observed pupils reading to a familiar adult.

- The inspector spoke to pupils formally and informally about their learning and experiences at school.
- Safeguarding documentation and records for behaviour and attendance were checked.
- The inspector spoke with some parents at the end of the school day.
- The inspector reviewed the 36 responses received through the Ofsted online questionnaire, Parent View, which included 25 free-text responses. The inspector considered the 11 responses received through Ofsted's staff questionnaire.
- The inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes and lunchtimes. The inspector spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.

Inspection team

Kate Williamson, lead inspector

Her Majesty's Inspector

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