

INSPECTION REPORT

SIGGLESTHORNE C of E PRIMARY SCHOOL

Sigglesthorne

LEA area: East Riding of Yorkshire

Unique reference number: 117991

Headteacher: Mr R Ash

Reporting inspector: Mr L Garner
25507

Dates of inspection: 16th –17th September 2002

Inspection number: 247842

Short inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Main Street Sigglesthorne East Riding of Yorkshire
Postcode:	HU11 5QA
Telephone number:	01964 533770
Fax number:	01964 537822
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Sibley-Calder
Date of previous inspection:	February 1998

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
25507	Mr L Garner	Registered inspector
9970	Mr J Acaster	Lay inspector
30590	Mr P Tuttle	Team inspector

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	9
WHAT COULD BE IMPROVED	11
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	12
PART C: SCHOOL DATA AND INDICATORS	13

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sigglesthorne Church of England Voluntary Controlled Primary School is a small school with 93 pupils compared with the national average of 243. All pupils are from a white ethnic background and no pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals is below the national average. These pupils are currently provided with a packed lunch because the contractor appointed by the local education authority to provide cooked meals has ceased to trade. The percentage of pupils identified as having special educational needs, including statements of special educational needs, is well below the national average. The school benefits from the provision of a nursery housed in a school building. The school is responsible for the nursery building, but the nursery staffing costs and resources are covered by the local education authority's peripatetic nursery service. Children's attainment on entry to the nursery and reception class vary from year to year, but are generally higher than that expected for children of their age.

HOW GOOD THE SCHOOL IS

This is a good school in which pupils do well. The quality of the provision has some very good features. The school is in a strong position to improve even further. Pupils are achieving well. In the 2001 national tests, which are the latest tests in which national comparisons are available, pupils at the end of Key Stage 1 matched the national average in reading and mathematics but were well above the average in writing. By the time pupils reached the end of their primary school education in Year 6 they had attained standards which were well above the national average in English, mathematics and science. Standards were also well above those seen in similar schools in all three subjects. This shows that pupils are coming into school with attainment above that normally seen but leaving school with attainment well above the national average. They are making good progress because of the education the school provides. Pupils' very good attitudes to their work and their very good behaviour means that they benefit from this provision. The good leadership and management of the school underpins the success it achieves. The school gives good value for money.

What the school does well

- Performance in the national tests in 2001 showed that pupils in Year 6 attained standards in English, mathematics and science which were well above the national average.
- The school is well led by the headteacher and the quality of teaching is good.
- The school's very good provision for social and moral development helps pupils to have very good attitudes to school, to behave very well and to make very good progress in their personal development.
- The school gives good support to pupils, has very good relationships with parents and has established an ethos in which everyone in the school community is committed to help pupils do well.
- The nursery provision available in school is of a high quality and means that the children who attend nursery get a very good start to their education.

What could be improved

- The governing body, although very supportive of the school, needs to formalise the way it monitors the school budget.
- The school needs to implement the recently written curriculum documents for information and communication technology (ICT) and music to ensure that all aspects of the two subjects are covered.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 and was given a positive report. There has been good improvement since then.

There were six issues for action identified by the last report.

The first looked at strategic planning and asked the school to develop a management plan lasting more than one year and to set targets to raise standards. These documents are now in place. This issue also asked that governors took a more pro-active role in strategic planning. Work has been done in this area but needs to be further developed.

The second issue looked at the curriculum and asked for schemes of work to be established for all subjects. These have now been written and, with the exception of ICT and music, have been fully implemented.

The third issue asked for the quality of teaching, in particular for the infant children, to be improved. Inspection evidence suggests that the quality of teaching across the school is now uniformly good. No unsatisfactory teaching was seen during the inspection.

The fourth issue asked for an improvement in the standards and progress in English. Standards in the latest recorded national tests show standards, when pupils leave the school, to be well above the national average, and particularly strong in writing.

The fifth issue asked for higher standards in ICT. Due, partly, to delays in the installation of the computer suite and the programme of training staff, this area still needs to be developed. Plans are in hand to do this.

The final issue asked for teacher appraisal to be reintroduced. This has now been replaced by performance management which is fully operational.

STANDARDS

Because this a small school most cohorts are too small to make detailed comparisons with national figures. However, it is clear from the information available, that standards at least match national expectations in English, mathematics and science and often exceed them. A particular strength in these subjects is the number of pupils at the end of Key Stage 1 and Key Stage 2 who attain higher than expected grades, Level 3 and Level 5. Some parts of the curriculum for ICT and music are not yet covered but the school is aware of this and plans to tackle this during the current school year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and enjoy their lessons.
Behaviour, in and out of classrooms	Behaviour is very good overall. Pupils respond well to the expectations of the school that good behaviour is the norm.
Personal development and relationships	All adults relate very well to each other and to pupils and pupils respond very well to this. This helps pupils to make good progress in their personal development. Relationships throughout the school are excellent.
Attendance	Compared with schools nationally, attendance levels are very good and

	well above the national average.
--	----------------------------------

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching quality is judged by lesson observations during the inspection and the scrutiny of pupils' work. No unsatisfactory teaching was observed and much of it was good or very good. The quality of teaching for the children in the nursery was very good. These children are getting a very good start to their education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curricular provision is enriched by a very well planned programme of visits to local sites of interest.
Provision for pupils with special educational needs	Good. Individual targets are identified and reviewed frequently.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The very good provision for pupils' social and moral development makes a very positive contribution to their very good attitudes and behaviour. There is good provision for pupils' spiritual and cultural development.
How well the school cares for its pupils	The school cares for its pupils very well. The excellent relationships seen in school mean that teachers and other staff know the children very well and encourage personal as well as academic development. Pupils' standards of attainment are assessed very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led. The headteacher has encouraged all staff to be involved in the way the school is managed and all staff have responded well to this. The leadership truly involves all staff.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and contribute well to the way the school is led. However, as the last audit report makes clear, they have yet to formalise the way in which the school's budget is monitored.

The school's evaluation of its performance	The school evaluates what it is doing well. Because of the small size of the school much of the evaluation by staff is informal, but still effective.
The strategic use of resources	Resources are used very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel their children achieve well. • They feel that behaviour and attitudes are very good. • They feel comfortable in approaching staff in the school. • They feel their children are encouraged to work hard. • They feel the school is helping their children to become more mature. • Pupils enjoy coming to school. 	<ul style="list-style-type: none"> • Some parents would like to see more homework, while others would like to see less. • Some parents felt they could be better informed about how their children are progressing. • Some parents feel there could be more activities after school.

The inspection team agrees with all the positive comments. Homework is set, parents were divided about whether there was too much or too little. Parents commented that the formal parents' evening was in the last term and felt it could be earlier in the year. The school provides a good range of visits out of school to enrich pupils' education. Because of the small number of teachers in school and their workload it is difficult to arrange out-of-school clubs.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Performance in the national tests in 2001 showed that pupils in Year 6 attained standards in English, mathematics and science which were well above the national average.

1. The small number of pupils in each year group means that it is difficult to make comparisons with national figures. Where year groups consist of less than ten pupils, which they often do, one or two pupils with either high attainment or learning difficulties can mean that the comparisons are unfairly 'skewed'. However it is clear that over the last four years pupils' results have usually met or exceeded those seen nationally. Evidence from observations made during the inspection confirms this view.
2. In the 2001 national test results, which were the latest to have national comparisons available, pupils' results in English, mathematics and science at the end of Key Stage 2 were well above those seen in schools nationally. The results were also well above those seen in similar schools, that is schools with a similar low number of pupils entitled to free school meals.
3. The comparisons over the last four years show that in 1998 standards were well above the average, indeed in mathematics and science standards were in the top five per cent in the country. The 1999 results showed a totally different picture because a small number of pupils had learning difficulties and figures were well below average. The 2000 figures showed standards largely matching the national average. This variation shows the difficulty of comparing the results of a small number of pupils in a year group with the national average. However, it is clear that in three out of the four years standards at least matched those seen nationally and in two out of the four years standards were well above average.
4. Two strengths in the way pupils perform in the three core subjects are shown when past results are compared. One is that the 2001 Year 6 pupils made very good progress when their results were compared with those achieved at the end of Key Stage 1. The second is that when comparisons are made of pupils who achieve results higher than expected at the end of both key stages they are well above average. More pupils achieve Level 3 at the end of Key Stage 1 and Level 5 at the end of Key stage 2 than seen nationally.
5. Inspection evidence shows that this pattern of good achievement is being continued. Pupils in all three key stages: Key Stage 1, Key Stage 2 and the Foundation Stage, are making good progress from their starting point. The main reason for this is the consistently good teaching and very good relationships throughout the school.

The school is well led by the headteacher and the quality of teaching is good.

6. The headteacher has established an ethos where all members of the staff, both teaching and support staff, are regarded as part of the management team. This means that there is now a common purpose and aim, which is to improve or maintain standards. The headteacher gives quietly effective leadership which combines well with the very good relationships throughout the school and produces a high quality educational experience for the pupils.

7. The governing body is very supportive of the school and appreciates the good quality education provided. However, some of its systems for monitoring the curriculum and budget are not rigorous enough. This will be commented on later in the report.
8. Because there are few teachers due to the size of the school the leadership of curriculum subjects is very much a team effort although individuals have nominal responsibility for subjects. This system works well and the 'gaps' in provision have been identified and plans are in place to solve the problem.
9. The quality of teaching is good overall. Twelve lessons were observed during this short inspection. All teaching was at least satisfactory. One third of teaching was judged to be good and one third very good. One lesson observed in the nursery was outstanding.
10. The outstanding lesson seen in the nursery was based on the varied stimulating environment created by staff. A very good English lesson for Years 2, 3 and 4 covered a wide range of work, but ensured that pupils of all ages and abilities were challenged with a good level of work.
11. A major strength of teaching is the way teachers and other staff relate to each other and to pupils. This means that there is usually a relaxed but busy atmosphere in classrooms in which pupils were eager to contribute answers and ideas knowing that their contributions would be valued.

The school's very good provision for social and moral development helps pupils to have very good attitudes to school, to behave very well and to make very good progress in their personal development.

12. The 'ethos' of the school creates an atmosphere where all feel valued. There are very good relationships apparent between all adults employed in the school and this is recognised by pupils. They respond very well to this and relate very well to each other regardless of age.
13. This provision is 'ingrained' into school life. In a Key Stage 1 session teacher and pupils discuss the class rules they have drawn up. Pupils' moral development is strengthened as they agree on what is acceptable and not acceptable. Pupils throughout the school work very well in pairs and groups in lessons, particularly in the literacy and numeracy sessions. At playtimes and during the lunch break pupils relate well to one another with older pupils supporting younger ones and boys and girls joining in activities together.

The school gives good support to pupils, has very good relationships with parents and has established an ethos in which everyone in the school community is committed to help pupils do well.

14. Pupils enjoy coming to school. They are given good, often informal, support in both their academic and personal development. They recognise that all the adults working in school want them to do well.
15. Parents, according to the questionnaire response and parents' meeting, are very supportive of the school and interviews during the inspection show that most parents appreciate what the school is doing for their children. The fact that a significant minority of parents choose to bring their children to this school, although others are nearer to home, is an indicator of parental satisfaction.

16. Parents are welcomed into school and they value this. Parents help in school and on school trips. They have a useful mid-year report which informs them of their children's progress. Parents thought a parents' meeting in the autumn term would be useful and the school is considering this. The inspection team consider that this earlier meeting would add to the way the school contacts parents.

The nursery provision available in school is of a high quality and means that the children who attend nursery get a very good start to their education.

17. The nursery provision is of a high quality. A relatively small number of children are taught well in a carefully planned and spacious environment in which they can access all of the areas of learning expected for their age.
18. The two teachers know the children very well and encourage them well with thoughtful questions to encourage their development in all areas of the early years curriculum. The fact that children who had only attended nursery for a few weeks had settled so well showed how effective the 'settling in' process had been.
19. The nursery gives children a superb start to their education and it is surprising that it has places available.

WHAT COULD BE IMPROVED

The governing body, although very supportive of the school, needs to formalise the way it monitors the school budget.

The governing body is very supportive of the school and knows its qualities. However, systems for monitoring what is happening in school are unsatisfactory. Some systems have not been formalised so not all governors are sure about their responsibilities. For example, the latest audit report by the local education authority identifies the fact that the governors' finance committee does not meet each term to monitor the budget and that minutes of the meetings that have been held are not produced and reported to the full governing body. Other examples of systems that need tightening up are also given in the audit report.

The school needs to implement the recently written curriculum documents for Information and communication technology (ICT) and music to ensure that all aspects of the two subjects are covered.

- The curricular documents for ICT and music are now in place. However, some aspects of the subjects are still not being covered.
- In ICT and the new computer suite the recent training given to staff mean that pupils, especially at the top of the school, are often working below the expected levels. This is particularly true for the control aspects of the subject in which pupils program the computer so that it will draw shapes on the screen or make a mechanical toy move in a certain way.
- In music, although there is evidence that the curriculum has been extended in the last year, pupils still have too few opportunities to compose their own music.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Governors should review all their systems for monitoring the school and, taking advice from the local education authority and looking at the recommendations of the recent audit, set up written systems that ensure that their monitoring role is fully implemented.
2. Fully implement the curricular documents in ICT and music to ensure that all aspects of the subjects are taught and learned.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	4	4	0	0	0
Percentage	9	25	33	33	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than eight percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	7	93
Number of full-time pupils known to be eligible for free school meals	0	4

FTE means full-time equivalent.

Special educational needs	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	7

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
---------------------------	-----

National comparative data	0.5
---------------------------	-----

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	93
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	3.9
Number of pupils per qualified teacher	17.4
Average class size	22.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	71

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
----------------	-----------

	£
Total income	155,354
Total expenditure	158,459
Expenditure per pupil	1,933
Balance brought forward from previous year	41,242
Balance carried forward to next year	38,137

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	71
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	29	6	2	4
My child is making good progress in school.	57	39	0	0	4
Behaviour in the school is good.	55	41	0	0	4
My child gets the right amount of work to do at home.	33	39	14	4	10
The teaching is good.	63	31	2	0	4
I am kept well informed about how my child is getting on.	43	33	18	2	4
I would feel comfortable about approaching the school with questions or a problem.	69	22	2	4	4
The school expects my child to work hard and achieve his or her best.	71	25	0	0	4
The school works closely with parents.	47	27	18	4	4
The school is well led and managed.	57	31	4	2	6
The school is helping my child become mature and responsible.	61	35	0	0	4
The school provides an interesting range of activities outside lessons.	20	45	16	12	8