



Skelton Primary School

Inspection Report

Unique Reference Number 134095
LEA Redcar and Cleveland
Inspection number 282452
Inspection dates 3 October 2005 to 4 October 2005
Reporting inspector Trevor Hemsley

This inspection was carried out under section 5 of the Education Act 2005.

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|------------------------------------|--------------------|---------------------------|----------------------------------|
| Type of school | Primary | School address | Station Lane |
| School category | Community | | SKELTON |
| Age range of pupils | 3 to 11 | | Saltburn by the Sea, TS12 2LR |
| Gender of pupils | Mixed | Telephone number | 01287 650689 |
| Number on roll | 507 | Fax number | 01287 654496 |
| Appropriate authority | The governing body | Chair of governors | Councillor David McLuckie |
| Date of previous inspection | Not applicable | Headteacher | Mrs Barbara Bell |

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|-----------------------------|---|------------------------------------|
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Introduction

The inspection was carried out by three contracted inspectors.

Description of the school

Skelton Primary was formed in 2003 and took children from the original infant and nursery, and junior schools in the same buildings. It provides education for 507 boys and girls aged 3 to 11, from Skelton in Cleveland and nearby districts. The area has a wide variety of socio-economic groups. The buildings are used, with school support, for childcare for under three year olds and for out-of-school care for local children. The number of children eligible for free school meals is above the national average. There are very few children from minority ethnic groups or who are at an early stage of learning English. A higher proportion of children than usual start school with levels of skill below average for their age. Around one quarter of the children in school have learning difficulties or disabilities. A very small percentage of children are in public care.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

- The school and inspectors agree that children are provided with a good standard of education with some very good and a few outstanding features. Parents think very highly of the school. Outstanding leadership and management overall have ensured that the school's re-organisation has benefited the children. It has improved both achievement and provision.
- Achievement is good because of good teaching. Standards on entry are below average and by the end of Year 6 they have risen to the average. All groups of children are making good progress because children are valued as individuals. Activities are planned flexibly to suit children's needs. Behaviour is good. Children in the Foundation Stage receive a good quality education and achieve well.
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- The very positive ethos encourages children to become independent, develop maturity, and succeed. Children enjoy school and feel safe and valued.
- The governing body knows the school very well and provides good support and challenge. It has dealt very effectively with difficult issues of change. The school understands its strengths and weaknesses very well but its work of self-evaluation does not concentrate enough on setting priorities. Finances are used effectively to ensure good value for money. There is good capacity for further improvement.
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- These are the main strengths of the school.
- The leadership and management support for all learners, in particular the headteacher's leadership is outstanding.
- Achievement has developed well since the school was formed, with a particular strength in pupils' skills in writing.
- The care, support and guidance leads to consistently good personal development and well-being.
- The stimulating curriculum is modified to meet children's needs.
- The exemplary practice of the School Parliament promotes personal development.

What the school should do to improve further

- Refine self-evaluation to improve its manageability and focus on the areas for greatest potential improvement.
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Achievement and standards

Grade: 2

The school and inspectors agree that children's achievement is good, albeit there is scope for further progress. Standards reached are average but many children develop above average skills in writing because of the particularly good quality of teaching. Children of all abilities recognise what makes good writing. A Year 2 pupil with learning

difficulties said, 'A sentence needs a capital letter and a full stop and words have finger spaces between them'.

At the end of Year 6 achievement is above that of similar children in other schools. The school sets properly challenging targets for itself and individuals. Children discuss their own targets regularly. The school analyses achievement well and consequently has improved the standards of boys.

Standards on entry are below average, particularly in personal development and in speaking and listening. Some children benefit from attendance at the childcare provision based on the school site. Children make good progress in the Foundation Stage and throughout the school. No group is significantly underachieving. Children with learning difficulties and/or disabilities make good progress. The very small number of children from minority ethnic heritages, or at an early stage of learning English, or in care, achieve as well as their peers.

Personal development and well-being

Grade: 2

The school is rightly proud of its provision in these areas, which it judges to be good. Inspectors agree. The work of the School Parliament is outstanding.

Personal, social and emotional development in the Foundation Stage is good. Throughout the school there is effective attention to the spiritual, moral, social and cultural development of children. The Parliament makes a major contribution. The representatives are very proud of their roles. They thoroughly enjoy such projects as local wildflower planting. The Parliament's officials take their responsibilities very seriously.

Children enjoy lessons. Their involvement is good. They work well together. In a Year 3 physical education lesson, children mirrored each other in waving scarves to gentle music. Behaviour is very good in lessons, around the school and at lunchtime, despite the cramped conditions in the dining hall.

Children's understanding of the importance of being safe is good. 'Buddy' partners are proud of their role and any bullying is dealt with well. New children settle in to school quickly. Children have a good awareness of living healthy lives, for example Year 4 children organise a fruit tuck shop. Children respond well to the school's emphasis on being part of their school community. Relationships between children and with adults are very good. Preparation for attaining economic well-being is good and children develop basic skills of literacy and numeracy well. They enjoy decision-making and have good levels of self confidence.

Attendance overall is average but the absences of a very small number of children affect their progress.

Quality of provision

Teaching and learning

Grade: 2

Inspectors agree with the school that teaching and learning are good overall, and that some of it is outstanding. Lessons are planned and prepared very well to meet the learning needs of all groups. A Year 6 lesson plan identified the detailed steps needed in challenging children to develop higher order writing skills. The approach was systematic, logical and very effective. Teaching is good in the Foundation Stage, particularly in the Reception classes.

Children enjoy learning because teachers make lessons interesting. Consequently, children listen carefully, try hard and concentrate in an atmosphere of very good relationships and high mutual respect. Children's well-being is catered for well and teachers ensure attention to health, for instance by avoidance of dehydration and use of mental and physical warm up exercises.

Assessment is good; the marking of children's work is exemplary. Detailed comments help children to improve significantly and help teachers plan lessons. Children use self-assessment very well. Parents are actively encouraged to be involved in their child's learning.

All children are well catered for, and individual learning contracts and individual education plans provide good support for raising achievement.

Curriculum and other activities

Grade: 2

The curriculum is good, being flexible and responsive to the needs of children. Regular reviews are effective. The themed approach to planning the foundation subjects is innovative and its impact, for example on pupils at the end of Year 6, is outstanding. Links between Reception class and Year 1 are exemplary in supporting transition.

Work on the study of the local community contributes well to developing children's participation in society and understanding of the local economy. The wide range of visits, visitors, extra curricular activities, and enrichment through subjects such as French, successfully increase enjoyment and achievement. The rich school environment supports learning well because it provides stimulating ideas and celebration of successes.

Care, guidance and support

Grade: 2

Care, guidance and support for children are good and very supportive of personal development and well-being. Activities support personal development and well-being very successfully. Children feel safe and supported. They enjoy being given responsibilities, such as register monitor. They wear their badges and merit stickers

with pride. They know their contributions are valued. The school has good systems for tracking individual progress.

Child protection procedures are fully in place. Health and safety audits are carried out very frequently and acted upon.

Leadership and management

Grade: 1

The overall effectiveness of leadership and management is outstanding. This is because strong and resourceful leadership with high expectations has brought together two schools with very different levels of effectiveness to improve achievement in a very positive ethos that values individuals greatly.

The school was formed from a successful junior school with Beacon Status but the infant and nursery school had previously had serious weaknesses. The headteacher, supported by a knowledgeable and forward thinking governing body, has dealt exceptionally well with the difficulties of change and is moving the school forward with a clear direction. Parents fully support the regular and positive consultation. The school has the confidence of the community.

The school consulted widely in its self-evaluation. It knows itself very well, but would benefit from refining its processes of self-evaluation and allow a focus on the features which are going to lead to greatest improvement. The present arrangements are somewhat cumbersome.

Equality of opportunity is developing very successfully with clear impact on the achievement of individuals.

The governing body, with strong leadership from the chair of governors, helps to provide direction and challenge. Resources are used efficiently. Educational priorities are identified before financial constraints and this has enabled the school to use its income well.

The school has good capacity to improve further under leadership and management which has a strong track record of improvement.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

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| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

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|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 3 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 2 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

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|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 1 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

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| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

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Skelton Primary School

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SKELTON

Saltburn by the Sea

TS12 2LR

5th October 2005

Dear Children

I would like to thank you all for helping us to enjoy our visit to your school this year. We were very pleased to hear how much you like your school and the teachers. You are very proud of where you work and you were very polite in showing us round.

We have now finished the inspection and would like to tell you about our views of your school.

Skelton Primary is a good school and the adults who work with you do all that they can to help you. We know that you enjoy school and we think that is because you try hard and do your best. You behave very well and help each other. We like your buddy system and how that helps to stop bullying. We were pleased how well you join in with activities, such as the fruit tuck shop to help keep healthy. We know that you feel safe in school. Your teachers showed us ways in which you help the local community, such as the planting of wild flowers. This is very impressive.

We enjoyed looking at the work that some of you do in finding out about local history and geography; this helps you to understand about how people work. We also liked the work that children in Year 6 do at the end of their year to link different subjects together. Your School Parliament is outstanding because of all the things it does to involve you all.

During the inspection we watched some interesting lessons. We saw you working hard and listening carefully; this is helping you achieve good standards. We were very impressed by how well you can write, you follow good writing rules and make the sentences interesting. Your teachers work hard to look after you and help you learn and you should be proud of them. Mrs Bell has done an excellent job in making Skelton Primary so good as one big school and giving everyone the chance to do their best. We were very pleased to see how happy your parents and carers are about your school.

There is only one thing we have asked the school to do to make it better:

simplify some of the papers that the teachers and governors use so they can spend less time on them.

Finally, I would like to thank you again and say that I am very pleased that I had the opportunity to visit your school and see how well all of you and the staff of the school are doing.

All the best to you, please keep up the good work.

Trevor Hemsley

Lead Inspector

Annex B