



Sigglesthorne Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 117991
Local Authority East Riding of Yorkshire
Inspection number 290992
Inspection dates 8–9 March 2007
Reporting inspector Paul Wagstaff

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

Type of school	Primary	School address	Main Street
School category	Voluntary controlled		Sigglesthorne, Hull
Age range of pupils	4–11		East Riding of Yorkshire, HU11 5QA
Gender of pupils	Mixed	Telephone number	01964 533770
Number on roll (school)	88	Fax number	01964 537822
Appropriate authority	The governing body	Chair	Mrs Nicky Salvidge
		Headteacher	Mrs Mary Bonham
Date of previous school inspection	1 September 2002		

Age group	Inspection dates	Inspection number
4–11	8–9 March 2007	290992

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This smaller than average primary school draws pupils largely from the village communities of Sigglesythorne, Seaton and Catfoss. Few pupils are eligible for a free school meal. All pupils come from White British families and have English as their first language. There are similar numbers of boys and girls overall, but the gender balance varies significantly between year groups. Cohorts vary in size and there are few pupils in the Foundation Stage year. The school is linked with a peripatetic Nursery, which uses the school's accommodation on a part-time basis. The number of pupils identified as having learning difficulties and/or disabilities is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Sigglesythorne CE Primary is a satisfactory school, which has some good features. It provides satisfactory value for money. This is not as good as at the time of the previous inspection in 2002 but does reflect the school's own and very recent self-evaluation. The reasons for this are due, in part, to changes in staffing but also to the slow implementation of some developments which are taking place nationally; for example, improvements in monitoring pupils' progress and the leadership of subjects. Children enter the school with skills broadly similar to those expected nationally. They make satisfactory progress overall year by year and achieve broadly average standards by the end of Year 6. However, progress is inconsistent and some, particularly able pupils, do not consistently make satisfactory progress. Pupils enjoy school. They are developing a good understanding of healthy lifestyles. Attendance is good.

Parents are supportive of the school. A good partnership exists between staff and outside agencies to support pupils with learning difficulties and/or disabilities. Such links are promoted well. Effective links are established between the school and the peripatetic Nursery, which ensures a smooth transition for children in the Foundation Stage. Provision for the small number of pupils in the Foundation Stage is good and well managed to provide an appropriate curriculum which caters for their needs.

Teachers plan work with a satisfactory knowledge of those aspects of each subject that pupils have already covered. However, insufficient focus is given to building upon what some pupils already know and can do. Consequently, work is not consistently matched to their needs and what pupils know and can do in one subject is not always applied into other subjects. Pupils themselves are not always clear what they need to do differently in order to improve. The emphasis given to literacy and mathematics, along with good opportunities for information and communication technology (ICT), provide satisfactory preparation for pupils' future learning. The quality of teaching is satisfactory overall but varies with teachers not always setting sufficiently high expectations or maintaining a good pace to learning. An approach to monitoring pupils' progress has been introduced very recently and this is already leading to better identification of those pupils who are not making the progress they should.

Several developments have taken place following the recent appointment of a new headteacher. These good developments are giving a renewed focus for improving the school and there are already early signs of their positive impact. A satisfactory plan is in place to guide future developments. Senior staff and governors are keen to work together in supporting improvements. Although they have successfully tackled issues from the last inspection, they have limited experience in monitoring the work of the school and in leading improvement. Consequently, the school has satisfactory capacity to improve further.

What the school should do to improve further

- Raise standards and achievement, particularly for able pupils, through ensuring greater consistency in the challenge and match of work to pupils' needs.

- Improve the quality of teaching through improving pace and expectation of what pupils are able to learn.
- Provide pupils with better information on what they need to do next in order to improve their work and take greater responsibility for their own learning.

Achievement and standards

Grade: 3

Standards are broadly average and achievement is satisfactory. Due to the size and nature of the school, the number of pupils in each year group varies. Although children join the Reception year with skills that reflect a broad range of ability, attainment on entry to the school is mostly in line with that expected overall for their age. They make satisfactory progress across all areas of learning and, by the end of the Foundation Stage, are achieving the levels expected for this age group.

Pupils make steady progress overall through infant and junior classes. The progress of pupils with learning difficulties and/or disabilities is generally good, particularly those receiving individual and small group support. Progress for other pupils varies between lessons and year groups and is satisfactory overall. Some able pupils underachieve as they move through the school. Standards are broadly average by the end of both key stages. Standards in the national end of Key Stage assessments have been broadly average in recent years and are not as high as they were at the time of the last inspection. This is due in part to the starting points of each cohort, which are now broadly average, but also to the slower pace of implementation of some key initiatives including improving the use of assessment and marking, which have reduced the overall effectiveness of teaching. There is no significant difference between the achievement of boys and girls but sometimes the pace of learning is too leisurely, reducing the potential for pupils to accelerate progress and achieve high standards all the time.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils have a good knowledge of healthy lifestyles and of the impact of physical activity on improving their own health and well-being. They recognise the importance of the school as a church school and show respect and value the contributions of each other. They are mutually supportive of each other in lessons, a measure of which is the way new pupils are welcomed by others and quickly settle into the school. Pupils cooperate well together and younger pupils in particular listen well, appreciating and valuing the contributions of others. Although older pupils understand the ground rules set for them, they are not consistently applied, with some interrupting the teacher at times and not always working as hard as they can. Behaviour is satisfactory overall. It is good in most lessons with pupils behaving well and settling quickly to their tasks. However, some are distracted at times and do not apply themselves to work as quickly as they should. Some test the boundaries set for them

at lunchtimes; for example, they climb on school walls although they know they shouldn't. All are friendly, well mannered and keen to offer ideas and suggestions. Some willingly take on responsibility for looking after others and for organising activities. When work is challenging and captures their interest, they concentrate well and produce work of good quality.

Members of the recently established school council make suggestions for improvements and ensure that the views of all pupils are represented. Satisfactory standards in English and mathematics, along with the good grounding in ICT prepare pupils satisfactorily for their future economic well-being.

Most pupils attend school regularly. They are punctual and attendance is above average.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall but varies from inadequate to good, supporting pupils in making satisfactory progress overall. The school's own evaluation acknowledges that teaching is satisfactory and not good as identified at the time of the last inspection. However, teaching for the youngest in the school is good, with the needs of young pupils being catered for effectively within a mixed Foundation Stage and Key Stage 1 class. This ensures that they have appropriate access to learning across all the Foundation Stage areas of learning and also benefit from the good role models provided by older pupils. In the best teaching, work is well planned to take account of topics pupils have covered in previous years and also to provide work that builds upon the interests and skills they already have. However, assessment in some lessons is not always used well. Work is sometimes too easy or too hard and although it usually meets the needs of the majority of pupils, for a minority, it does not capture their interest or meet their needs. This is particularly the case for some able pupils. Pupils with learning difficulties and/or disabilities are generally taught well with work that is often better focused with good support from teaching assistants. The pace of learning is satisfactory overall but too leisurely in some lessons, with pupils being inactive for too long. Expectations for the way pupils work in lessons are inconsistently applied, leading to some older pupils applying themselves and behaving differently for different members of staff. Where they work hard with appropriate attention in one lesson, in another, they are slow to start and do not produce the same quality.

Relationships between pupils and staff are positive. Pupils consider their teachers to be caring and supportive. Although the marking of work is carried out diligently, it too frequently misses opportunities to point out what pupils need to do next.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory but with some good features. The school gives appropriate emphasis to developing pupils' skills in literacy, mathematics and in ICT. Provision for

ICT has improved since the last inspection and it is used well to support learning in other subjects; for example, in researching information to support projects in history and geography. Satisfactory opportunities are provided for pupils to use and apply literacy and mathematics skills through other subjects but expectations in the quality of work being applied are not reinforced. This leads to work in some subjects which is poorly presented and not reflecting the good punctuation and grammar seen in literacy work. A satisfactory range of interesting experiences is organised to enrich learning. Visits to local museums and a recent visit to an Interfaith Centre are enthusiastically talked about by pupils. The Foundation Stage curriculum is well planned to meet the needs of the young children. Curriculum provision for low attaining pupils and those with learning difficulties and/or disabilities is satisfactory, with intervention programmes being appropriately planned to support their learning needs. A good programme for physical activity is supported with short and regular 'Activate' sessions and additional physical activity sessions before school. These provide good opportunities to support a growing awareness of healthy lifestyles. Provision for spiritual, moral and social development is good. Provision for pupils' cultural development is satisfactory. Opportunities are planned within some subjects to cover work from different cultures; for example, the study of India as part of geography work and world religions as part of religious education. However, these are often discrete pieces of work, which have limited influence in strengthening pupils' understanding of the culturally diverse nature of society.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. There are good systems in place to support pupils who are new to the school and good links are maintained with parents and with outside agencies to support those pupils with learning difficulties and/or disabilities. Good individual programmes are written and these are mostly used well by the teaching assistants assigned to work with individuals. However, these plans are not always taken into account in planning work in classrooms. The school has a good system of checks and staff training to ensure that pupils remain safe. A satisfactory assessment of risks is undertaken to ensure that pupils are safe and well cared for on visits and within the school. A system to monitor the progress made by pupils has been recently introduced. Although teachers regularly assess pupils, until recently, the use of this information has been too informal. Therefore, inconsistencies in progress made by different pupils have not been picked up early enough. Although pupils are keen to learn and want to make progress, they are unclear what exactly they need to do next to improve the quality of their work. Teachers' marking offers praise and encouragement but seldom gives pupils the feedback they need.

Expectations for behaviour and positive attitudes are clear and understood in the main. Where teaching sets clear goals and expectations, pupils respond well but ground rules are not always adhered to with some pupils, particularly older boys, testing the boundaries and determining the pace at which they work. Good communication systems keep parents well informed. Good systems are in place to maintain the good attendance.

Leadership and management

Grade: 3

Leadership and management are satisfactory. A good ethos of care is promoted which supports the development of good relationships and leads to pupils feeling valued and happy to come to school.

The newly appointed headteacher has established a good working knowledge of the school's strengths and priorities for development. She has implemented a satisfactory action plan and prioritised developments well. Improved systems for monitoring the progress of pupils have already begun to take shape and are being used well to identify pupils who are at risk of underachieving. Although the headteacher has an accurate view of the school, the broader engagement of staff and governors in the school's self-evaluation procedures is at an early stage of development. Governors are keen and wish to be more involved. They have been proactive in establishing safety checks, developing a school transport initiative and in tackling the issues raised in the previous inspection. Although fulfilling their role satisfactorily, their involvement in monitoring the work of the school and in contributing to future planning is limited. Staff with particular responsibilities for leading subjects have a satisfactory knowledge of provision. They manage resources well and attend training but their leadership of whole school development and their influence in improving quality and tackling weaknesses is limited. Assessment information has not been used well enough to focus developments or to accelerate the progress of pupils.

Foundation Stage provision is well managed within the context of this small school. Good links are established with the peripatetic Nursery and the needs of few children in the Foundation Stage are met effectively.

The school runs smoothly on a day-to-day basis. Finances are managed well. The school has successfully tackled the key issues from the previous inspection and improved provision for ICT.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Sigglesythorne Church of England Voluntary Controlled Primary School

Main Street

Sigglesythorne

Hull

East Riding of Yorkshire

HU11 5QA

12 March 2007

Dear Pupils

Thank you very much for the warm welcome and for helping me when I came to visit your school. I enjoyed being with you for the two days and finding out about the work you have been doing.

Sigglesythorne is a friendly school. You work hard to welcome new pupils and to ensure that they are happy and safe. This is good and I know that your teachers are proud of you. You are keen to learn and most of you behave well. However, some of you do not always work as hard as you can in lessons and could settle to work more quickly. This would help you speed up and make better progress. You are all keen to do well but you don't always know what it is you need to improve if you are to do better. I have asked the teachers to give you more information on how to improve your work in English and mathematics so that you know where you are heading and what you can do to make faster progress. I think the 'Activate' sessions each day are good and are certainly helping you develop healthy bodies and preparing you well for the work of each day.

Your teachers work hard to make sure you are happy and safe. Your new headteacher is helping your teachers introduce some good improvements. It was good to hear how much you enjoy coming to school. I have asked your teachers to look more closely at what you can already do so that the work they plan is not too easy or too hard and so you continue to enjoy work. Your teachers agree and so will be making some changes which will help you make better progress. You can help by making sure that you use the skills you learn in literacy lessons, for example good handwriting and punctuation, across your other work.

Thank you once again for the interesting conversations I had and for letting me know your views so clearly. Please accept my best wishes for the future.

Yours sincerely,

Paul Wagstaff

- Lead Inspector