

Skipsea Primary School

Inspection report

Unique Reference Number	117882
Local Authority	East Riding of Yorkshire
Inspection number	312736
Inspection dates	6–7 December 2007
Reporting inspector	Amraz Ali

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	65
Appropriate authority	The governing body
Chair	Mr J Swift
Headteacher	Mrs J Cameron
Date of previous school inspection	1 March 2004
School address	Hornsea Road Skipsea YO25 8ST
Telephone number	01262 468394
Fax number	01262 468394

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This is a small school situated in a rural coastal location. All pupils are from White British backgrounds. The proportion of pupils who have learning difficulties and/or disabilities (LDD) and of those who are eligible for free school meals is average. The school serves an area reliant upon the holiday trade and, consequently, pupils often leave or join the school during the school year.

The school has achieved the Activemark award for physical education.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Skipsea Primary School provides its pupils with a satisfactory education. It is particularly successful in developing pupils' personal development, in providing good quality care and offering a good curriculum. Under the effective leadership of the headteacher the areas for improvement identified at the previous inspection have been successfully addressed. There have also been improvements in the role of subject leaders, improving writing and developing creativity.

When Reception age children enter the school most have skills and understanding that are typical for their age. The majority of pupils make satisfactory progress during their time at the school and reach standards in Year 6 that are broadly average. However, some more able pupils do not always achieve as well as they should. The quality of teaching is satisfactory overall with some that is good. However, the quality varies between and within classes and is inconsistent in meeting the needs of all pupils. This is because teachers do not always match the work closely enough to the differing needs of pupils, particularly in science.

The good curriculum provides pupils with a firm foundation in the basic skills they will need to continue their education. Good opportunities for pupils to engage in sport and to learn about leading a healthy lifestyle contribute well to pupils' personal development. The curriculum is very effectively enriched by visiting musicians, poets and writers who help to engage pupils' interests and enthusiasm. For example, one pupil stated that he had unexpectedly really enjoyed a visit to the school from 'Opera North' and as a result, he 'might even listen to opera at home now.'

Pupils' personal development and well-being are good. Almost all pupils and parents are very positive about what the school offers. The following comment from a parent sums up the views of many: 'The ethos of the school has taught my child responsibility, empathy and the need for healthy competition'. New pupils are welcomed and supported well to become part of the 'Skipsea family'. Pupils enjoy attending school and attendance is broadly in line with the national average. Pupils learn how to be responsible, caring citizens, form good relationships and make informed decisions about their health and safety. Pupils with learning difficulties and/or disabilities often benefit from extra help. This ensures that they are fully included in school life and make progress in meeting their personal targets.

Leadership and management are satisfactory. Governors and senior managers have a mainly accurate understanding of the school's strengths and areas for improvement. Plans for improvement are clear. However, subject leaders do not check rigorously enough to ensure that the actions they are taking are having a direct impact on the progress that pupils make. The school provides satisfactory value for money.

Effectiveness of the Foundation Stage

Grade: 3

Children get off to a sound start in a well ordered and stimulating environment where all learners are valued, cared for and supported well. Children make good progress in their personal and social development and their speaking and listening skills because they regularly work alongside Year 1 and 2 pupils. They make satisfactory progress in their reading, writing and mathematical skills. By the time they become Year 1 pupils, most are working at the level expected for their age. The quality of teaching is satisfactory overall, but with many good features including the

good care and relationships between staff and children. Children settle quickly, partly because the older pupils in the class introduce them into classroom routines. They enjoy their learning. They benefit from regular access to computers, and acquire good basic skills in Information Communication Technology. The class teacher knows pupils well and there are effective systems in place to track progress.

What the school should do to improve further

- Improve standards and rates of progress particularly in science and for the more able pupils.
- Improve the quality and consistency of teaching and assessment so that tasks meet the needs of every pupil.
- Ensure that whole school developments are carefully checked to ensure they result in improved outcomes for pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards have risen since the last inspection and are now broadly average. The majority of pupils enter the school with skills and knowledge appropriate for their age. Most make satisfactory progress and by the end of Years 2 and 6, pupils are working at the level expected for their age. Standards are broadly average. During Years 1 and 2, pupils make satisfactory progress. The school has worked with some success to bring standards up to average in writing across the school. During Years 3 to 6 pupils make satisfactory progress in English and mathematics but do not do as well in science. At both key stages however, the more able do not always make enough progress and as a result they do not always do as well as they could. This is because the teaching does not challenge them sufficiently. In addition, progress is sometimes uneven, particularly in mathematics where it slows in Years 3 and 4 and accelerates during pupils' final two years at the school. The progress of pupils with learning difficulties and/or disabilities throughout the school is satisfactory.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good as is their spiritual, moral, social and cultural development. Pupils display a good understanding of cultures other than their own. Pupils are confident, courteous and well mannered. They welcome visitors warmly and are very keen to talk about their achievements and pride in the school. They enjoy learning. Pupils have a good understanding of the importance of healthy lifestyles. This is evident in their enthusiastic participation in daily 'Activate' sessions when the whole school undertakes vigorous activity to improve pupils' coordination and alertness. The pupils' behaviour is good overall and they know that school and class rules are there to keep them safe. Pupils say that bullying is rare and that it is always dealt with effectively. All value the role of 'playtime friends'. Pupils know and understand how the school council works and how they can influence decisions about the school. For example, they are proud of how they were involved in the selection procedure for recruiting a new headteacher. Pupils take part enthusiastically in village events and raise money for a range of local and national charities.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers successfully establish good relationships with pupils in a stimulating learning environment. This ensures that pupils enjoy learning and want to do their best. Good elements in the teaching include effective questioning, careful matching of tasks to abilities and perceptive interventions by the teacher successfully challenging more able pupils. However, these features are not found consistently across the school. Sometimes lessons lose pace and impact because activities are not always matched carefully enough to the needs of pupils in order to extend their learning. Too often all pupils are asked to do the same tasks. This is because the use of assessment to identify accurately pupils' learning needs is not consistently used across the school. Teachers' marking is supportive and encouraging. In the best examples it clearly indicates how pupils can improve their work but this practice is not consistent throughout the school. The effective support for pupils who have learning difficulties and/or disabilities ensures that they are included in learning according to their varying needs.

Curriculum and other activities

Grade: 2

The curriculum is diverse, meets statutory requirements and interests pupils. There are strong links between subject areas, which support learning using a topic approach. This has a positive impact on pupils' learning because it generates real interest and motivates pupils to engage with enthusiasm. For example, the topic of 'Homes' linked effectively art work by LS Lowry, the Victorians and homes around the world. Pupils say that they enjoy the many practical activities such as designing and making toys. The curriculum contributes well to pupils' personal and health education. Pupils' learning is enriched by a good range of extra-curricular activities and visits including work with other local schools to provide competitive sports activities.

Care, guidance and support

Grade: 2

This is a very caring school, which works effectively with parents and outside agencies to provide good care and support for all pupils. Procedures for child protection and for safeguarding pupils meet government requirements. Health and safety procedures, including risk assessments are in place. Staff know pupils well and show them great respect. Pupils feel safe and secure and can always find someone with whom to share any concerns. The school works well with parents, other schools and other children's services. Pupils' standards and progress are effectively tracked. Pupils are set realistic individual targets for improving their work. These are understood by the oldest pupils and act as a way to help them improve their work. However, younger pupils are less secure about their targets. The school has worked well to advise parents of the importance of regular attendance and the adverse impact on learning of taking holidays during term time. Attendance has improved this term and is satisfactory.

Leadership and management

Grade: 3

Satisfactory leadership has ensured that issues identified at the time of the previous inspection have been addressed. There is a common sense of purpose among staff and governors which is resulting a particularly high level of care for pupils and concern for their personal development. Governors are actively involved in supporting the work of the school. Together with leaders they know the main priorities for improvement. Effective steps have been taken to secure improvements in pupils' writing and to develop creativity across the curriculum. Standards have been improved and there are effective systems in place to ensure that pupils make expected progress. There have been improvements in developing the role of subject leaders who have a secure understanding of the school's strengths and areas for improvement. However, they do not currently check effectively how initiatives to raise standards are impacting on pupils' progress. Overall the school's self-evaluation, while broadly accurate, was over generous in regard to the quality of teaching and leadership. Given the improvements in raising standards and in developing the curriculum the capacity to improve is satisfactory.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

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	3

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	2
How well are learners cared for, guided and supported?	2

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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

10 December 2007

Dear Pupils

Inspection of Skipsea Primary School, East Riding of Yorkshire, YO25 8ST

Thank you for making me feel welcome when I visited your school recently to see how well you are learning. You were very helpful in telling me about life at Skipsea Primary School. In particular, I would like to thank the members of the school council who talked to me. They clearly enjoy their work and are very proud to represent you. It was good to hear that they took seriously the responsibility of helping to appoint a new headteacher.

Your school provides you with a satisfactory education. It is a very caring place; you and all of the staff deserve credit for this. You are keen to help new pupils settle in and feel part of the school. You also enjoy the good curriculum that provides you with lots of exciting opportunities to learn.

I have asked the staff and governors to make sure that you are all making the best progress you can in every year group. I have also asked them to make sure that teaching is as good as it can be by using the information from your tests and assessments to carefully plan work that meets everyone's needs. I have also asked the school to check that all of the improvements they are making are helping you to make better progress.

I know you will help too, by remembering your targets and trying to achieve them as quickly as you can, and by keeping up your good standard of behaviour.

Best wishes for the future.

Yours sincerely

Amraz Ali

Her Majesty's Inspector