

Sigglesthorne Church of England Voluntary Controlled Primary School

Main Street, Sigglesthorne, Hull HU11 5QA

Inspection dates

20–21 January 2016

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Good
Outcomes for pupils	Inadequate
Early years provision	Requires Improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Key areas for improvement identified in the previous inspection have not been addressed.
- Teaching over time in Key Stage 2 is inadequate. The work pupils do does not challenge them appropriately, particularly the most able. Consequently, pupils make inadequate progress.
- Pupils' skills in reading, writing and mathematics are not strong enough. This limits their ability to make rapid progress.
- Although more children enter Year 1 ready for their next stage of learning than seen previously, some aspects of leadership and teaching are not yet strong or effective enough in the early years to show that this improvement is sustainable.
- The headteacher does not lead the school effectively; subject leaders do not have the support and guidance they need to effect urgent improvement in their areas of responsibility.
- Leaders are not evaluating pupils' learning well enough to ensure that all pupils make the progress they should. The monitoring of teaching and learning is inadequate.
- Until recently, governors have not had the attainment and progress information they need to hold the school to account. They have not closely checked on some important aspects of the school's work.
- Across subjects, pupils have too few opportunities to apply their writing and numeracy skills to extend their skills. Too frequently, pupils of all abilities undertake the same tasks and have insufficient opportunities to work independently.

The school has the following strengths

- Pupils in Key Stage 1 make good progress and achieve well.
- The teaching of phonics in Key Stage 1 is good. Standards in reading at the end of Year 2 are above average.
- A good range of extra-curricular opportunities and links with the church and the local community support pupils' spiritual, moral and social development and their well-being effectively.
- Disadvantaged pupils, pupils who have special educational needs or disability achieve well because they receive good support.
- Pupils enjoy coming to school and behave well. Their attendance is above the national average.
- Pupils feel safe at school and know their teachers will help them if they are worried or upset.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the quality of teaching, particularly at Key Stage 2 so that pupils make rapid progress by making sure that:
 - teachers use assessment information to plan work that is accurately matched to pupils' needs and abilities
 - the most-able pupils are challenged sufficiently so that they can make greater achievement in their learning
 - teachers ask questions that deepen pupils' knowledge and understanding to strengthen their learning, particularly when carrying out investigations
 - the feedback teachers provide through marking focuses on how well pupils have done the work they set out to do, and shows them how to improve so that they produce higher-quality work subsequently
 - pupils have sufficient opportunities to apply their writing and numeracy skills in other subjects, work more productively and have more opportunities to work independently, particularly the most able
 - the teaching of mathematics successfully builds on what pupils already know and can do, and any gaps in their learning are identified and tackled swiftly.

- Improve leadership and teaching in the early years by ensuring that:
 - leaders check the accuracy of assessment more robustly and, in particular, on entry to the early years so that expectations are not lowered
 - the quality of teaching is consistently good to ensure that children make the progress they are capable of in all areas of learning, particularly the most able
 - the quality of teaching in phonics is consistently good and ensures that children are able to use and apply the letters and sounds they learn confidently in their reading and writing.

- Improve the effectiveness of leaders at all levels, including governors, by:
 - clarifying leadership roles and holding leaders to account through rigorous checks on the school's performance
 - checking that the actions identified in the school improvement plan to raise achievement are implemented rigorously and have the impact they should in the timescales agreed
 - improving the monitoring and evaluation skills of the headteacher, subject leaders and other leaders so that school improvement is driven more effectively and outcomes for pupils are raised
 - improving the monitoring of teaching so that teachers are clear about what they are doing well and what they need to do to increase learning and pupils' progress in their classes
 - improving the use of assessment information so that pupils' progress can be checked and support provided quickly where any pupil is at risk of falling behind their expected performance
 - providing governors with the relevant information about pupils' progress and achievement
 - ensuring that staff training results in higher-quality teaching throughout the school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

The school should not appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management is inadequate

- The headteacher, other leaders and the governors have not done enough to secure good progress for pupils in Key Stage 2 since the previous inspection in 2013. Year 6 pupils who left the school in 2015 did not achieve as well as they should have and current pupils in Year 6 are not making good progress. Teaching over time in Key Stage 2 is inadequate.
- While new teachers have joined the school this year, the legacy of inadequate teaching over time remains and standards in writing and mathematics in Year 6 are lower than they should be based on these pupils' performance at the end of Year 2.
- The headteacher and other leaders do not have the evaluation skills necessary to drive improvement. The headteacher's overview of the school's performance is inaccurate. The leaders for mathematics and English, who took up their roles in September, have not had the time or the support and guidance they need from the headteacher to improve their areas of responsibility.
- The school's analyses of pupils' progress and the quality of learning are not robust. Pupils achieve well at the end of Key Stage 1 where teaching is generally strong, but as they progress through Key Stage 2 weaker teaching results in pupils making less than expected progress over time. Some pupils have experienced weak teaching for some years and gaps in their knowledge and skills, especially in mathematics, limit the progress they make.
- The monitoring of teaching is weak. It does not focus sufficiently on how well pupils are learning. The feedback from monitoring by the headteacher is not precise enough to ensure that subsequent practice improves.
- The management of staff performance and training is inadequate. While actions have been taken to eradicate inadequate teaching, accurate assessment information has been lacking. Any training and support staff have received to improve their skills, including visiting highly effective schools, has not made sufficient difference to provision and outcomes at Key Stage 2.
- The headteacher and governors know what the school needs to do to improve. The new Chair of the Governing Body has taken swift action to review leadership. Governors are highly committed to move the school on quickly. However, they have not always had the level of incisive information they need to challenge the school, or sufficiently rigorous procedures to check that the actions in the school's raising achievement plan are implemented and have the impact they should. They have not held leaders to account for pupils' progress.
- Leadership of the early years requires improvement. Although the early years leader has brought about some notable improvements which have begun to impact positively on children's levels of development, some aspects of assessment are not as accurate as they need to be and teaching is variable. This means good progress is not yet embedded.
- The curriculum encompasses all that it should, but the close match of work to pupils' needs, experiences and interest is rare in Key Stage 2. Flashes of inspiration do occur, for example when pupils made and flew their hot air balloons, but frequently all pupils do the same work. They have too few opportunities to write at length or to explore ideas and conduct investigations that they have designed.
- Enrichment activities are better developed and engage pupils well. Visits out and visitors to the school add interest to pupils' learning and their spiritual, moral, social and cultural development is supported well. Assemblies are joyful occasions and pupils, including children from the early years, learn about the need to care for, value and respect others. The school is actively promoting British values through opportunities to elect school councillors and S.P.O.T. (solving problems or troubles) representatives. Pupils understand their own community and culture well but have limited understanding of the diversity in Britain today.
- The impact of pupil premium funding is monitored well, largely because teaching assistants support individual pupils effectively. The school's caring ethos extends to supporting vulnerable pupils and their families as necessary, and parents value this positive relationship. A breakfast club offers a healthy start for those who want it and trips enrich pupils' experiences.
- The primary sports funding is used well to provide a wider range of sporting activities and competitive events with other schools. Pupils are very aware that sports help you keep fit and healthy. Teachers increase their skills by working alongside specialists to extend provision. Pupils say they like sports and swimming and 'everyone should join in if they want to stay fit'.

- The local authority was aware of the weaknesses in leadership and provided additional support through partnership arrangements with a neighbouring school and through staff training and reviews of the school's performance. It recruited a new Chair of the Governing Body in September 2015 with a view to strengthening leadership.
- Parents are generally positive about the school, and say their children are safe and happy there.
- **The governance of the school**
 - Governors were aware of the inadequate teaching in the school following the previous inspection and supported the headteacher's efforts to tackle this. However, they did not do enough to address the weaknesses in leadership or to challenge the underachievement in Key Stage 2. They have not always had the information they needed to ask questions about pupils' progress. Nor did they act swiftly enough to tackle the weaknesses identified in the previous inspection. Governors are now aware of the extent of the school's failings and are determined to improve quickly.
 - Governors check that school funds are managed effectively, including those for pupil premium and primary sports funding.
 - The arrangements for safeguarding are effective. Staff know how to keep pupils safe and training is currently up to date. The school works effectively with external agencies and the local authority to ensure that vulnerable children and their families are supported effectively.

Quality of teaching, learning and assessment is inadequate

- Teaching does not ensure that pupils make the progress they should in Key Stage 2. This is because the work teachers plan is not matched appropriately to the needs and abilities of pupils in their classes. Too often, all pupils do the same tasks and the most-able pupils are not challenged enough.
- Teachers, particularly in Key Stage 2, do not make effective use of assessment information to plan work and build on pupils' knowledge and skills. The groupings for mathematics are by ability but teachers' presentations are often generic for the whole class. The most-able pupils do not move on to higher challenges until they have completed initial tasks and so time to make faster progress is lost.
- Teachers' marking and feedback focuses too much on the quality of pupils' handwriting and presentation to the detriment of other aspects of their learning. As a result, pupils continue to make the same errors in subsequent work and this impedes achievement.
- Over time, with the high turnover of staff at Key Stage 2 and weak teaching in mathematics, pupils have significant gaps in their learning and so struggle to move on to more complex calculations and problems. The teaching of mathematics is good in Key Stage 1 where basic skills are consolidated well.
- The teaching of reading in Key Stage 2 is weak because it does not build on the good reading habits and progress seen in Key Stage 1 and, consequently, pupils' progress slows. Most-able pupils make good progress in spite of this because they are avid readers. The teaching of reading is good at Key Stage 1 and pupils make good progress. Pupils use phonics (the letters and the sounds they make) to build unfamiliar words. The most avid readers talk confidently about the books they like and explain why.
- In Key Stage 2, teachers do not promote or develop pupils' basic literacy skills well enough. Pupils are not given sufficient opportunities to use and apply these skills in English or across the curriculum. Pupils' written work in subjects other than English is often of a lower standard than that seen in their English books. Teachers in Key Stage 1 are more skilful in enabling pupils to develop their basic literacy skills.
- Pupils do not have sufficient opportunities to write or undertake practical investigations and develop their knowledge and skills. For example, in science, all pupils record the same responses to questions and there is little evidence that pupils have designed their own investigations to explore ideas. While most pupils try their best, some produce insufficient work and make errors in their application of basic skills in writing and number.
- Even when teaching is poor, pupils behave well and try hard to remain interested and attentive. They respond very positively when teachers ask probing questions that encourage them to think about their learning. However, this is not routine and occasionally pupils are unclear about their learning which slows their progress.
- Some teachers do not use teaching assistants effectively enough to secure good progress for pupils. Generally, teaching assistants provide effective support where they are well deployed.

- Some teaching is good. This is when pupils understand what they are learning, topics are exciting and teachers give pupils time to discuss their ideas. Teaching is consistently good in Key Stage 1 and hence pupils make good progress.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school is a friendly place where pupils feel safe and well looked after. Pupils are confident that staff will help them if they are worried or upset at school or at home. Care arrangements are good and every effort is made to help pupils grow in confidence and self-esteem as they progress through the school.
- Pupils learn about the democratic process by voting for school councillors and engage in decision making to benefit others, for example organising charity events. Pupils enjoy helping around the school. In the dining hall and the playground older pupils look after younger ones.
- Pupils are kind to others, look after those who need befriending and intervene sensibly where problems arise. They play amicably in the playground, being careful to avoid accidents and mishaps. They look after play equipment and distribute warm toast or fruit to those wanting a snack at breaktime.
- Pupils try hard with their work but say sometimes it is a bit easy. They like 'learning everything' they can. They say the school is just like a big family – everyone looks after each other. They particularly enjoy having visitors and the trips they go on for different subjects. They talk excitedly about the drumming lessons they have because 'music is fun'.
- Pupils talk enthusiastically about sports clubs at school and competitions with other schools like the swimming gala, because 'sport helps you keep fit'. Pupils learn about religions and diversity through assemblies and class discussions. They know the importance of treating others with respect and tolerance. While they understand the community in which they live, they are less aware of the diversity represented in Britain as a whole and how different communities relate to each other.
- Pupils' attendance has improved and is now above the national average. Pupils want to be at school and attend regularly. The level of persistent absence has declined as a result.

Behaviour

- The behaviour of pupils is good.
- Pupils understand the school's systems for managing behaviour and know that teachers are fair. Pupils say that behaviour is good most of the time. Pupils know what is expected of them and most behave well. Where lapses in behaviour occur, staff address these promptly and sensitively. There have been no exclusions this year, a vast improvement on last year.
- Pupils have positive attitudes to learning and are eager to get on with their work, trying their best even when their work is not sufficiently interesting or challenging or it is unclear what they have to do.
- Pupils have a good understanding of different types of bullying. They know that cyber bullying and bullying through social media sites does happen. They say that teachers tell them they should tell someone if they are worried by anything. Pupils know about 'stranger danger', not to go anywhere with strangers and to tell their parents or teachers if anyone strange tries to talk to them.
- Parents, pupils and staff all say that behaviour is good and that lapses are managed consistently.

Outcomes for pupils are inadequate

- The progress of pupils in Key Stage 2 is inadequate. Progress is slow because of a lack of continuity in staffing and weak teaching over time. At the end of Year 6, in 2015, pupils attained standards in reading, writing and mathematics lower than they should have based on their Year 2 performance and well below the overall national average. This was the third year of decline since the previous inspection.
- In 2015, standards in reading fell at the end of Key Stage 2. This continues to be the case. Standards in reading were above average at the end of Year 2. In 2015, the phonics screening check in Year 1 showed the proportion of pupils meeting the expected standard was in line with that seen nationally. Current pupils in Key Stage 1 are working at above age-related levels in reading.
- Standards in writing at the end of Key Stage 2 remain stubbornly below those seen nationally. Errors in

spelling, grammar and punctuation limit pupils' overall achievement. Conversely in Key Stage 1, standards are well above average.

- Pupils' attainment in mathematics, at the end of Year 6, is hampered by the legacy of weak teaching in the past. Pupils are beginning to make better progress in Key Stage 2, but standards remain below what would be expected of pupils of their age. In 2015, standards in mathematics at the end of Year 2 were above average. Current progress in Key Stage 1 is good.
- The most-able pupils are not challenged sufficiently throughout the school, but especially in Key Stage 2. Lower-attaining pupils are sometimes challenged too much.
- Pupils who have special educational needs or disability achieve well because they receive effective individual support. The gap between their attainment and the attainment of their classmates is not significantly lower, when compared with their starting points.
- Disadvantaged pupils make good progress. At the end of Year 6 in 2015, their attainment was at least in line with other pupils in the school in reading, writing and mathematics. Gaps in achievement are closed successfully by the end of Year 6.

Early years provision

requires improvement

- There have been notable improvements in the early years provision. Although in 2015, more children entered Year 1 ready for their next stage of learning than seen previously, some aspects of leadership and teaching are not yet strong or effective enough in the early years to show that this improvement is sustainable.
- Children generally start in early years with knowledge and skills that are typical for their age, although from evidence gained during inspection, leaders agree they inaccurately assessed some children as entering below. Children's personal, social and emotional development and their communication skills are occasionally lower than would be expected. Staff work hard to ensure that children make good progress in their personal, social and emotional development.
- Although most children settle quickly and are keen to learn, one or two struggle to maintain concentration, particularly when they choose their own activities, and so, sometimes, achieve too little. Expectations of the most able could be higher to accelerate progress further. Nevertheless, younger children's confidence is boosted by working as one unit. They watch and learn from each other, confident that if they have difficulties staff will help them.
- Teaching is inconsistent across the early years. Progress slows when some adults do not explain things clearly enough, which leaves children unsure about what to say or do. There are too many occasions when staff accept one-word answers rather than challenging children to say more, and opportunities are missed for children to write more to extend their skills. Where staff plan activities that challenge and encourage children to explore and have a go when they encounter something new, and probe children's thinking and understanding, children make good progress.
- The curriculum children experience is effective in making sure they have good opportunities to learn and explore on their own, as well as spending quality time with adults who, in the main, are effective at steering children's learning. There is an appropriately high emphasis on the teaching of the basic skills of literacy and numeracy, but expectations sometimes are not high enough for some children who are capable of more.
- The outside area is spacious. It is modified continually as the theme changes to keep children interested and engaged. 'Welly walks' and trips, for example to the café for hot chocolate and cake, broaden children's horizons to the world beyond school. Children enjoy opportunities to extend their physical skills riding wheeled toys, role play and exploring the world around them in all weathers.
- Children are kept safe and are looked after well at school. They form trusting relationships. Children enjoy school and behave well. They like working with adults and try their best. Occasional lapses do occur particularly among those who are less proficient at managing their own learning, but such lapses are generally managed well.
- Staff make sure that parents are well informed about what their children are learning so that they can reinforce learning at home. They encourage parents to talk to children about their learning and provide specific activities that will reinforce their learning effectively.
- Links with home are good. Pre-school home visits help forge positive relations from the start. Children who have specific additional needs are identified early and receive the support they need to settle quickly and learn effectively. Parents are alerted immediately if any concerns or issues arise.

School details

Unique reference number	117991
Local authority	East Riding of Yorkshire
Inspection number	10002143

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	John Gaskin
Headteacher	Rosemary Fisher
Telephone number	01964 533770
Website	www.siggleshorneprimary.org.uk
Email address	siggleshorne.primary@eastriding.gov.uk%20
Date of previous inspection	17 December 2013

Information about this school

- This is a smaller than average-sized primary school.
- The majority of pupils are of White British heritage.
- Children in the early years attend part time in Foundation 1 and full time in Foundation 2.
- The proportion of pupils who have special educational needs or disability is below the national average.
- The proportion of pupils deemed disadvantaged and who are supported through the pupil premium is below average. In some year groups there are none. (The pupil premium is additional government funding provided to support those who are known to be eligible for free school meals and those who are looked after by the local authority.)
- The proportion of pupils moving in and out of the school at other than the start of early years is above average.
- In 2015, the school failed to meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school has experienced a high number of staffing issues since the previous inspection. Two teachers joined the school in September 2015.

Information about this inspection

- The inspector observed teaching throughout the school; three observations were carried out jointly with the headteacher. In addition, the inspector scrutinised pupils' workbooks and listened to pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and five other governors, the headteacher, middle leaders and subject leaders. The inspector also had a meeting with a representative from the local authority.
- The inspector observed the school's work and looked at a number of documents including the school's evaluation of its own performance, information on current pupils' progress, and planning and monitoring documentation. The inspector scrutinised the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were taken into consideration.
- The inspector considered the 23 responses to the Ofsted's online questionnaire, Parent View, and the five parents who expressed their views via text messages to Ofsted.
- The inspector also took account of the five responses to Ofsted's staff questionnaires and talked to staff during the inspection about their views of the school.
- The school did not submit the Ofsted online pupil survey. The inspector took account of the views expressed by a number of pupils during the inspection.

Inspection team

Rajinder Harrison, lead inspector

Ofsted Inspector

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