

Sleights Church of England Voluntary Controlled Primary School

Ingham Close, Sleights, Whitby, North Yorkshire, YO22 5DN

Inspection dates 22–23 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The school has been led very skilfully by the headteacher, as well as senior and other leaders. As a result, there have been clear improvements in all areas, especially in the quality of teaching and the achievement of pupils.
- Pupils' behaviour is of the highest standard at all times. Pupils enjoy coming to their school and feel extremely safe here.
- Teaching is at least good across the school. Each pupil is known as an individual and there are high expectations of what each can achieve.
- Provision in the early years is outstanding. Children thrive and make rapid progress.
- Pupils make good progress in reading, writing and mathematics and achieve well throughout the school. They reach standards at the end of Year 2 and Year 6 that are rising year on year and are now average.
- Governors play an essential part in helping the school to improve. They bring a wide range of skills and experience which they use to great effect in setting the strategic direction for the school to improve even further.
- Pupils become well rounded and confident citizens, because the school provides ample opportunities for their personal development. The curriculum enables them to achieve well in English and mathematics.

It is not yet an outstanding school because

- There are not enough planned opportunities for pupils to use their mathematical skills in other subjects.
- Teachers do not insist on the same high standards of presentation and accuracy in all subjects.
- Pupils do not learn their spellings thoroughly throughout the school.

Information about this inspection

- The inspector observed teaching and learning throughout the school and conducted one observation jointly with the headteacher. He also listened to pupils in Years 2 and 6 read.
- The inspector held meetings with groups of pupils and with a representative from the local authority. He also held a meeting with a representative from the Esk Valley Teaching School Alliance, as well as with the Chair of the Governing Body and another governor. The inspector met with the leader of the early years, the special educational needs coordinator and with middle leaders. He also talked to parents at different times during the inspection.
- The inspector looked at a range of evidence, including: the school's improvement plan; the school's procedures for gaining an accurate view of its own performance; data related to pupil progress; the work in pupils' books and documents relating to safeguarding and child protection.
- The inspector took account of 35 responses to the on-line questionnaire (Parent View) and 14 questionnaires completed by the staff.
- The inspector considered documents relating to performance management, minutes of governing body meetings and reports written by the local authority.

Inspection team

Peter Evea, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Almost all the pupils are White British and in 2014 no pupils spoke English as an additional language.
- The proportion of pupils who are disabled or have special educational needs is average.
- The proportion of disadvantaged pupils supported by the pupil premium is average. (The pupil premium is additional funding the school receives to support those pupils who are known to be eligible for free school meals or those looked after by the local authority.)
- Children attend the Reception class on a full-time basis.
- The school meets 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.

What does the school need to do to improve further?

- Improve the quality of teaching still further so that it is outstanding and leads to outstanding pupil achievement by:
 - planning clearly identified opportunities for pupils to use their mathematical skills in other subjects
 - ensuring that all teachers share the same high expectations for presentation of work in all subjects
 - making sure that all pupils learn their spellings thoroughly throughout the school.

Inspection judgements

The leadership and management are outstanding

- The headteacher, senior and middle leaders lead the school extremely well. They make excellent use of information about pupils' achievement and the quality of teaching to create very effective plans which have resulted in improvements in both areas.
- Leaders at all levels monitor the quality of teaching and learning effectively and check and evaluate pupils' progress. Any underachievement is swiftly identified and pupils are provided with extra support if they need it. As a result, the quality of teaching is improving and pupils' achievement is rising year on year.
- Information about the quality of teaching and pupils' progress is used to check how well teachers are performing and to identify where further training or support is needed. It is also used when making recommendations about teachers' pay progression. The school benefits from its involvement in the Esk Valley Teaching School Alliance, which provides ample opportunities for mutual support and development.
- There are examples of outstanding teaching in the school and this is shared within the school and the teaching school alliance. There are also opportunities for teachers to observe the very best practice in other schools in the alliance.
- The curriculum is very well planned and captures the interest and enthusiasm of the pupils. There is an excellent range of enrichment activities, including clubs, trips and visits. The school is rightly proud of its sporting successes and pupils enjoy the opportunities to take part in the local arts festival. Pupils especially enjoy the residential outdoors education visit.
- Pupils have opportunities to take on responsibilities such as the school council and the eco warriors. Older pupils are currently training to be anti-bullying ambassadors and these all contribute to the pupils' strong spiritual, moral, social and cultural development.
- The pupil premium is used extremely well to provide extra support and resources to individuals and small groups, both in and out of class. Leaders are particularly skilful in using the funds to remove any barriers to learning, so that all might achieve their potential.
- The school is making excellent use of its additional primary school sport funding to improve the quality of physical education in the school. Additional equipment and training are being provided in a range of sports and pupils take part in a wide range of after-school activities and competitions. The school has used some of the funding to support learning outdoors, much to the enjoyment and benefit of pupils throughout the school.
- Pupils develop a good understanding of British values through a carefully planned programme of activities and events and through the curriculum. Pupils are enthusiastically mirroring the upcoming general election and developing a very good understanding of democracy.
- Leaders ensure that the pupils are always very safe and secure, whether in school or when on a visit or trip. The school works exceptionally well to foster very good relationships and to tackle discrimination in any form. Leaders make sure that all staff are vigilant for any signs of extremist views or behaviour and are familiar with the dangers of radicalisation. Pupils comment on how friendly and welcoming the school is.
- The school benefits from much appreciated support from the local authority, especially in supporting the monitoring of the school's performance. The Esk Valley Teaching School Alliance has also provided invaluable opportunities for mutual development and support.
- **The governance of the school:**
 - Governors share the same passion and determination with the school's leaders to make the school the best it can be for the pupils. They bring a wide range of skills and experience which they use to excellent effect in driving the school forward.
 - Governors are extremely well informed and know the school very well. They have a detailed knowledge of how the school is performing and are skilled at using the wealth of information about pupils' achievement and progress to ask really challenging questions about the quality of teaching and how the school can do better. Many governors visit the school regularly in a variety of roles and are conscientious in carrying out their duties, particularly with regard to safeguarding and child protection.
 - Governors oversee the school's finances very effectively and have a good knowledge of how extra funding, such as pupil premium and primary school sport funding, is spent and the positive impacts they are having. Governors use the information at their disposal to reward good teaching and they set challenging targets as part of the headteacher's appraisal.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils have extremely positive attitudes to their work and are keen to do well. They get on very well with their teachers and other adults and with each other. Behaviour in class is routinely of a very high order and pupils take a very dim view of anyone who does not reach the high standards they set for themselves.
- Pupils' behaviour is of a similar very high standard out of class and when on visits or trips. They play enthusiastically but safely and act very responsibly, with older pupils looking out for younger pupils.
- Behaviour in the dining hall is very impressive. Pupils sit in mixed-age groups and older pupils serve all the pupils at their table. Pupils talk happily about all the exciting and interesting things they are doing in school.
- Pupils say that they enjoy coming to school and parents agree. Attendance for the last academic year was affected by unavoidable hospital visits and an outbreak of illness that swept through the whole school.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- There are extremely effective systems and procedures in place to ensure pupil safety. Strenuous efforts are made to ensure that pupils are safe when engaged in learning outdoors.
- Pupils have a very clear understanding of what bullying is and the different forms it can take. They say that it is very rare and in order to maintain this and to allow pupils to become more involved in its prevention, Year 6 pupils are currently being trained as anti-bullying ambassadors.
- Pupils develop an excellent understanding of the different risks they might face and how to keep safe, particularly when by the sea, using the Internet or playing in the woods.

The quality of teaching is good

- Teaching is typically good across the school and some is outstanding. This was confirmed by observations during the inspection, the work in pupils' books and the school's own records of the quality of teaching. This enables pupils to learn well in all year groups.
- Improvements in teaching have resulted in higher achievement in English and mathematics and the extra challenge provided means that the most able pupils are increasingly reaching the higher standards.
- Each pupil is known well and there are good relationships between pupils and teachers and teaching assistants. Expectations of what pupils can achieve are high and the work provided challenges pupils and captures their interest. As a result, pupils enjoy their time at school, are keen to learn and to do well.
- Teachers plan work that interests and engages pupils. Their strong subject knowledge fills pupils with confidence that they will be able to succeed if they try hard. Pupils are also confident that teachers will provide help and support if they need it. There are frequent opportunities to learn outside which pupils appreciate.
- Pupils' work is marked regularly. Pupils are given advice about what to do to improve their work and pupils have time set aside to make these improvements. However, the high standards of presentation insisted on in literacy and numeracy work are not as evident in other subjects and accuracy is lower as a result.
- There has been a successful focus on pupils learning their times tables thoroughly and, as a result, pupils' calculations are increasingly accurate. However, pupils do not learn their spellings as thoroughly and their written work suffers as a result.
- Pupils use and practise their writing skills regularly in other subjects, but there are not the same opportunities planned for pupils to use and apply their developing mathematical skills in other subjects.
- Reading is taught well. Pupils are given regular opportunities to read and many say that they do so avidly. Older pupils have favourite authors and make good use of the well-stocked library.
- Teachers assess pupils' work regularly and plan to meet the needs of all the different groups in their class. Pupils say that work is often hard, but not too hard for them and they appreciate the challenges given to them.
- Teaching assistants are skilled at supporting individuals and groups of pupils and so make a good contribution to learning. Teachers use their skills well and make sure that all adults are actively involved in helping pupils to achieve.
- Pupils say that they enjoy their homework tasks and the majority of parents agree with the amount and

timing of homework.

The achievement of pupils is good

- Pupils' achievement has improved since the last inspection. Pupils in all year groups make good progress, often from low starting points, and the rate of progress is increasing year on year.
- Standards achieved at the end of Year 2 and Year 6 in all subjects have been rising since the last inspection. Although in 2014 they were broadly average, the majority of pupils made more progress than was expected of them. Evidence gathered during the inspection indicates that the proportion of pupils who have already made more progress than is expected of them compares favourably with the averages seen in 2014. These pupils are working at standards that are above average for pupils of their age.
- Pupils achieve well in reading. They have ample opportunities to read at school; there is a well-stocked library run by Year 6 pupils and the school has worked hard to help parents understand how they can help their children to become regular and proficient readers.
- Pupils make good progress in writing. Pupils write frequently and often at length on a range of interesting topics, both in literacy and other subjects. Teachers ensure that pupils are well prepared for writing and they can adjust their style to suit different purposes. During the inspection a mixed Years 3 and 4 class worked enthusiastically and collaboratively to interrogate an image in preparation for writing about ancient Egypt.
- Achievement has risen in mathematics. The school has had a sharp focus on developing pupils' basic mathematical skills and knowledge and in particular their mastery of times tables. As a result, their calculations in mathematics lessons have become more accurate. The school has also had a drive to increase the amount of problem-solving that pupils are required to do. However, opportunities to use their mathematics skills in other lessons are not identified and planned thoroughly and so progress is not as rapid as it might be.
- The most able pupils achieve well because they are regularly challenged with work that is hard enough for them and they receive specialised support to boost their performance. Progress of these pupils has become more rapid and an increasing proportion is reaching the higher levels.
- Extra support, where needed, enables pupils in receipt of support through the pupil premium funding, including those entitled to free school meals, to make good progress. This year, their progress is continuing to accelerate. The standards reached by these pupils in 2014 were approximately two terms behind other pupils nationally in mathematics and two and a half terms behind in reading and writing. Gaps between these pupils and others nationally are closing rapidly. In comparison with other pupils in the school, disadvantaged pupils were ahead of their peers in mathematics and reading and one term behind in writing. However, some in this group of pupils had particularly low starting points and, as a result, although they made very good progress, their attainment was below average.
- Pupils who are disabled or have special educational needs achieve well. They make similar and often more rapid progress in comparison with their peers. This is because their needs are identified quickly and accurately and they receive very effective support from a skilled team who know and understand their needs well. This shows the school's commitment to equality of opportunity.

The early years provision is outstanding

- Children join the Reception class with the skills and knowledge that are below those that are typical for their age. They make rapid progress though the early years in all aspects of skills and knowledge. In 2014, all children achieved at least expected standards and reached a good level of development. Evidence gathered during the inspection indicates that this trend of rapid progress and high attainment is set to continue.
- The leadership of the early years is highly effective. The leader has a very clear understanding of what needs to be in place to ensure the very best for the children. She has created a close-knit team of dedicated and skilled adults who share the same determination that children should be able to do as well as possible.
- The quality of teaching is outstanding. Teachers know the children and their particular needs very well and so plan learning that ensures children are able to learn rapidly. Activities and experiences capture children's interests and make them want to learn. Children make excellent use of the outdoor learning area, especially when role-playing as super heroes or looking after babies.
- Children's behaviour is of a high order. They settle in quickly and rapidly absorb all the routines that make

early years a happy and orderly place in which to learn. Parents are encouraged to be a part of their child's learning and appreciate any opportunities to come into the early years area.

- Safety is extremely important to all. Adults are vigilant at all times and there are well-considered procedures for the start and end of the school day. During the inspection, staff ensured that all children wore a sunhat while playing outside in the strong sunshine.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121491
Local authority	North Yorkshire
Inspection number	462218

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Gemma Kellerman
Headteacher	Caroline Spencer
Date of previous school inspection	25 April 2013
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