

Inspection of Sleights Church of England Voluntary Controlled Primary School

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

Inspection dates: 12–13 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection **Good**

What is it like to attend this school?

Pupils told us how much they enjoy school. They spoke in glowing terms about their headteacher and teachers. They said that teachers' high expectations mean that they learn more. They spoke enthusiastically about the opportunities provided to broaden their experiences. They go on many educational trips to learn new things. They help with the day-to-day running of the school. They say that there are many clubs, enough to meet everyone's interests.

Staff expect all pupils to work hard and be on their best behaviour. Pupils rise to these expectations. They are confident that staff will listen to concerns and sort out any difficulties. Staff manage behaviour well. The school is a calm and orderly place. Pupils say that bullying is not an issue at school because teachers sort out problems quickly.

Pupils feel well cared for and safe at school. They learn to keep themselves safe in a range of situations. This learning includes road safety, managing feelings and how to keep themselves safe when online. They are able to discuss their ideas and they show respect for the views of others.

Pupils talked enthusiastically about using the school grounds to learn new things. They develop their fieldwork skills in science and geography. They enjoy capturing and recording data. They like analysing the seasonal changes they observe.

What does the school do well and what does it need to do better?

The headteacher, staff and governors have high ambitions. They want pupils to achieve well across the curriculum. They have worked on improving the planning of work in most subjects. Teachers know what to teach pupils and in which order ideas should be taught.

Since his appointment, the headteacher has quickly identified weaknesses, for example in pupils' progress in reading and mathematics. He has acted quickly to improve the quality of education. He has also improved resources and teacher training. As a result, current pupils are now making better progress in their learning. However, the headteacher recognises that further work needs to be done across all curriculum areas.

Reading has a high priority in the school. Pupils want to read because they enjoy it. Leaders make sure that staff who deliver early reading follow the same approach. They identify pupils early on who are not keeping up or who struggle with reading. Highly trained staff provide a programme of intensive and individual support. This builds pupils' confidence and gets them back on track.

Most children access the school's Nursery before transferring into Reception. Children get lots of opportunities to listen to stories and rhymes. This helps them make a good start with their early reading. In Reception, children grasp initial letter sounds well. They use them to read and spell simple words. Teachers plan activities in the outdoors to support pupils' learning further.

Pupils continue to improve their phonics knowledge as they move into key stage 1. The teaching programme for phonics is well structured. Teachers assess pupils regularly. They use this information to make sure that pupils get the right support at the right time.

In all classes pupils are encouraged to read often. Classrooms are full of books for pupils to read at home. Any pupils who are not heard to read at home do so in school. Pupils enjoy listening to adults read aloud to them. They read books for pleasure and appreciate the opportunities to select books from the newly refurbished library. Reading helps them learn new vocabulary and gain lots of knowledge.

Teachers take full responsibility for the progress their pupils make. This includes pupils with special educational needs and/or disabilities (SEND). They receive good support. Teaching assistants know pupils' needs well. They help pupils to work independently.

Children in the early years enjoy the plentiful indoor and outdoor activities available. They concentrate for long periods. They feel happy, safe and secure. Leaders work with parents, involving them in their children's learning. They also offer parents workshops, such as on how to read to their children.

Staff, pupils and parents are positive about the school. They describe it as 'a community more than a school'. Staff are fully committed to the school's aims. They say that the headteacher considers their well-being when changes to policy or practice are made at the school. Staff value the support and training they receive. This makes for a very happy hard-working staff.

Pupils are generally eager to learn. They have positive attitudes to all aspects of school life. They are keen to take part in all that the school has to offer. Pupils are rarely distracted in lessons. When necessary, teachers remind pupils of the need to behave, and learning continues.

Parents and carers are highly complimentary about the headteacher and staff. Those who responded to Ofsted's Parent View survey would recommend this school to other parents.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher, as the safeguarding leader, uses his expertise to keep staff up to date in their training. Staff know how to report concerns and are vigilant of pupils' welfare. Record-keeping is meticulous. Communication between staff is strong. When referrals are made to external agencies, leaders do not give up until the right help has been given. Pupils learn how to manage risks they may face.

Staff regularly go above and beyond their statutory duty to support vulnerable pupils and their families. They identify pupils and families for early help. They work closely with various external agencies providing a range of services. These include support with parenting and mental health.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders should continue their work to develop the school's curriculum. They should make sure that all leaders have clear oversight of the sequencing of different subjects, including English and mathematics. This will help them to be sure that pupils are learning the right things in the right order and teachers will have more guidance on what to teach. This will also enable leaders to be better in checking that pupils' knowledge builds more effectively over time.
- Transitional arrangements have been applied because curriculum plans for some subjects are still being developed and are not as far advanced as in English and mathematics. However, it is clear from the actions that leaders have already taken that they are in the process of improving these subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 121491 |
| Local authority | North Yorkshire |
| Inspection number | 10088959 |
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 100 |
| Appropriate authority | The governing |
| Chair of governing body | Gemma Kellerman |
| Headteacher | Scott Grason |
| Website | www.sleights.n-yorks.sch.uk |
| Date of previous inspection | 22–23 April 2015 |

Information about this school

- This is smaller than the average-sized primary school.
- The current headteacher took up post in September 2017.
- The early years provision includes a Nursery which children attend on a part-time or full-time basis.
- The school is a voluntary aided Church of England faith school. Its last section 48 denominational inspection was in March 2019, when it was judged as good.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, and subject leaders. The lead inspector spoke to a representative of the local authority. He met with the chair of the governing body, as well as four other governors.
- We considered, in depth, the curriculum areas of reading, writing, science and geography. We asked leaders about how they plan the curriculum so that pupils learn and remember more. We discussed the guidance they give to teachers. We looked at how leaders help teachers gain strong subject knowledge. We also

visited lessons. We spoke with some of pupils in those classes we visited about their learning. We also scrutinised pupils' work. We had discussions with the teachers of the classes that we visited.

- We checked the school's policies and records and spoke with the designated safeguarding leader, governors, pupils, staff and parents to check on the school's culture of safeguarding.
- We also checked a range of other documentation. We held formal meetings with staff and pupils and spoke with pupils during social times. We observed pupils arriving at and leaving school.

Inspection team

Geoffrey Seagrove, lead inspector Ofsted Inspector

Gillian Nimer Ofsted Inspector

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