

# Sleights Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	121491
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339954
<b>Inspection dates</b>	12–13 November 2009
<b>Reporting inspector</b>	Gordon Potter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs A Fletcher
<b>Headteacher</b>	Miss Caroline Spencer
<b>Date of previous school inspection</b>	6 June 2007
<b>School address</b>	Ingham Close Sleights Whitby YO22 5DN
<b>Telephone number</b>	01947 810 395
<b>Fax number</b>	01947 810 395
<b>Email address</b>	admin@sleights.n-yorks.sch.uk

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Royal Exchange Buildings  
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also scrutinised 28 questionnaires returned by parents and carers, as well as questionnaires from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment on entry and the rates of progress they make across the school
- the quality of teaching in school, especially in Key Stage 1
- how recent changes in school leadership have affected improvement in standards in Key Stage 1 and in writing
- how well the school promotes an understanding of the multicultural make-up of modern British society.

## Information about the school

Sleights Church of England Voluntary Controlled Primary School is much smaller than average. The proportion of pupils eligible for free school meals is above average. All pupils are from White British or other White ethnic backgrounds. The percentage of pupils with special educational needs and/or disabilities is well above average. The proportion of pupils who have a statement of special educational needs is average. Children commence full-time education in Early Years Foundation Stage in the autumn term of their Reception Year. The school has an acting headteacher who has been in post since April 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Sleights Church of England Voluntary Controlled Primary School is a satisfactory school with good features, especially in the way it cares for its pupils and helps them to feel safe and to stay healthy. The school is justly proud of its inclusive nature and its place at the heart of the community. After a period of instability and change in the leadership of the school, the acting headteacher has rapidly re-established staff morale and introduced initiatives which have improved the quality of teaching and raised standards in Key Stage 2. Teachers increasingly make learning fun by offering a range of activities in lessons so that pupils tackle their work with enthusiasm and determination and have satisfactory attendance.

Standards at the end of Key Stages 1 and 2 are average overall and there is a trend of improvement in Key Stage 2. Standards in Key Stage 1 fell in 2009, especially in reading and writing, because of some weaknesses in teaching and the curriculum.

The school is beginning to implement appropriate strategies to improve writing, the curriculum and teaching. There is a developing focus on the use of data, although data are not yet well enough used to help teachers plan what pupils need to learn next. The school has made satisfactory progress since its last inspection. The acting headteacher has a clear view of what needs to be done to ensure that the school improves further and has given subject leaders the confidence to explore and implement strategies that are making a difference to improving outcomes for pupils. Therefore, the school's capacity to improve is satisfactory. While resources are well targeted to raise standards through the more effective deployment of teachers and teaching assistants, satisfactory outcomes indicate that the school provides sound value for money.

Parents and carers, and pupils are very positive about the school and most appreciate how the school helps pupils to stay safe and enjoy their learning. Pupils say that teachers help them so that they know how to improve their work. They say that they find it helpful when they know what level they are working at and how to achieve the next level. However, pupils are not always informed of this. They also say that in their mixed-age classes they often repeat work they have done before. While pupils have a strong presence in the local community and an increasing awareness of life in other countries such as India and China, they have too little understanding of different faiths, cultures and backgrounds in the United Kingdom.

## What does the school need to do to improve further?

- Raise attainment, especially in Key Stage 1 and in writing and reading in Key Stage 2, by:

- developing teaching strategies that offer pupils more opportunities to participate in practical and investigative work and learn independently or with others
  - ensuring that senior leaders and teachers make better use of assessment information when reviewing progress and when planning work for individuals or groups of pupils
  - ensuring that pupils know the level of their work and what they need to do to reach the next level
  - ensuring that all leaders, including governors, rigorously monitor the impact of strategies to raise standards.
- Develop pupils' understanding of the multicultural nature of modern British society.
  - About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Outcomes for individuals and groups of pupils**

**3**

The extent to which pupils achieve and enjoy their learning is satisfactory.

Typically, over time, attainment at the end of Key Stage 2 has been no better than broadly average because too few pupils achieved Level 5 and writing and reading have been weaker aspects of pupils' attainment. Intervention by the acting headteacher ensured that more pupils achieved Level 5 in the tests for 11 year olds in 2009 and a rising trend in standards was maintained. These pupils had made satisfactory progress from average starting points. While there was no time to prevent pupils in Key Stage 1 achieving disappointing results, evidence seen during the inspection indicates that all pupils, including those with special educational needs and/or disabilities, are making satisfactory progress.

Pupils show great keenness to do well in their work. They are very aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in the high levels of involvement in sporting activities and the high uptake of healthy school meals. Pupils behave well, have good attitudes and relationships in lessons and work conscientiously. They express a few concerns about poor behaviour but they acknowledge that behaviour is well managed. They get on very well with each other and with the adults in the school, and say they feel very safe. Pupils are confident that they know exactly what to do in the event of a concern. When they are learning through lively activities, such as sharing out food to explore fractions or using their senses outdoors to prepare to write a poem, their enjoyment is considerable. However, when lessons are less engaging their enjoyment is reduced and their learning is less productive.

Pupils make a good contribution to the school community, taking on a range of roles as playground helpers and as school council members. There are good links with older residents in the local area and with the church. They raise money for a range of local and international charities. While their spiritual and moral development is strong they

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

have a limited understanding of the multicultural make-up of modern British society. They have confidence in using information and communication technology and have developed enterprise skills through raising money for playground games and charities. They have developing skills in working collaboratively and their basic skills in English and mathematics equip them satisfactorily for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

While teaching is satisfactory overall, it has many good features. In good lessons teachers plan a range of interesting activities which are well matched to the abilities of individual pupils. They use discussion, investigation and interactive whiteboard technology to engage pupils and to stimulate their thinking. Teachers use speaking and listening activities to help pupils to explore text and develop their reading. Increasingly, speaking and drama activities are used to help pupils to develop ideas for their writing. However, there are too few opportunities for pupils to write at length or in subjects across the curriculum. Teachers make it clear what pupils are to learn in the lesson and use questions well to find out what pupils already know and to check that they have

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

learned more. Marking is good and helps pupils develop a good understanding of their own strengths and areas to develop. Teaching assistants are used effectively to support pupils with special educational needs and/or disabilities. In lessons that are no better than satisfactory the pace is slow and opportunities are missed for pupils to learn independently or together and to consolidate what has been learned. In mixed-age classes work is often planned according to age and not to ability and this contributes to pupils' satisfactory rather than good progress because tasks do not sufficiently meet their individual needs.

The curriculum satisfactorily meets pupils' needs and offers them an increasing range of interesting activities. There is a strong focus on learning about life in other countries and about Christianity and other faiths. All pupils learn French and play a musical instrument. They enjoy welcoming visitors to school and their own visits to places such as science fairs and East Barnby Outdoor Education Centre for residential visits. However, there are too few opportunities for pupils to develop their skills across the curriculum and to see the links between subjects. They participate enthusiastically in a range of extra-curricular activities in sport and the arts. Pupils benefit from the high quality of care and guidance by all staff. Developing all pupils' self-esteem, enthusiasm for learning and sense of responsibility is central to the school's work and is reflected well in the day-to-day life of the school. Provision for pupils with special educational needs and/or disabilities is well managed and there are effective programmes for intervention and support so that these pupils make satisfactory progress. Well thought out and established practices to involve parents and carers when their children enter school, good procedures as pupils move through school and close relationships with the local secondary schools all ensure that pupils are well prepared for the next phase of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

Parents and carers, and pupils welcome the positive impact the acting headteacher has had on the school, quoting better quality lessons and the restoration of a calm atmosphere in school. Resources have been well used to increase the number of teachers and to redeploy teaching assistants to the areas of greatest need. Subject leaders are accountable and have the confidence to initiate new strategies to raise attainment. They are involved in the decision-making process and are thriving on the

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opportunities to be involved in school improvement. However, there is a less clear understanding of how to use data to ensure that work is challenging enough for all pupils. This is a key reason why pupils' progress is only satisfactory in Key Stage 2 and has been inadequate in Key Stage 1.

The school works well with outside agencies, such as speech and language therapists and educational psychologists, to support individual pupils when required, showing the school's commitment to promoting equal opportunities for all pupils and ensuring that discrimination against any group is avoided at all times. Effective use is also made of a range of external advisers who have helped the school through its recent period of instability. Governors have been instrumental in supporting the school and have clear procedures for reporting on lessons in school. However, they recognise that they have not been rigorous enough in monitoring the budget and the effectiveness of management. Accordingly, procedures are being developed to monitor what happens in all areas of school life. Resources are used well, especially in the deployment of staff. The school's arrangements for safeguarding pupils meet government requirements and satisfactorily secure pupils' safety. Some issues about access which were discussed during the inspection are being addressed by proposed alterations to the building and through consultation with the local authority. The school makes a satisfactory contribution to community cohesion. The sense of community in the school is strong and there are good links with the local community and a good awareness of life in other countries. However, initiatives to increase opportunities for pupils to gain an understanding of Britain as a diverse, multicultural society have not as yet impacted on pupils' understanding. The school has good relationships with parents and carers, who are provided with frequent information about their children.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



## Early Years Foundation Stage

Recent changes made to provision, for example Reception children being taught as a separate group most mornings, are beginning to impact positively on the quality of children's learning. This is particularly evident in their development of language and mathematical understanding. Their overall attainment and progress remains satisfactory, however, because other aspects of provision have relative shortcomings. Chief among these is too much emphasis on teacher-led activities rather than providing opportunities to develop children's skills through choosing, working independently or initiating their own learning. Combined with too few resources to promote children's physical and creative development this means that children make satisfactory rather good progress in Reception. Despite this, some good teaching and learning was observed during the inspection that was exemplified by children effectively learning letters and sounds and the way that staff were well deployed to support children's outdoor play.

Welfare requirements are met and children are cared for well. They settle into school happily as a result of the strong links with pre-school providers and of home visits. Leadership and management are satisfactory, with a deeper understanding developing of the needs of this age group, especially learning through play. There are sound assessment procedures to record children's progress and to inform planning. Parents and carers are satisfactorily informed about their children's progress and are sufficiently involved in supporting their learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A total of 28 parents and carers responded to the Ofsted questionnaire and analysis showed that support for the school is very strong. Most parents and carers support the work of the school and the way it helps pupils to feel safe and enjoy their learning. They comment especially upon pupils' enthusiasm towards more active learning, the trips and the interest shown at home. All respondents believe that the school keeps children safe and encourages them to be healthy. Parents and carers are also strongly supportive of the leadership and management of the school, the quality of teaching and the way the school meets their children's needs. However, a very small minority indicated that they believed the school could give more information about pupils' progress and how parents

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and carers can help their children to learn at home. Inspectors agree that these are areas for improvement.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sleights Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 28 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	71	7	25	0	0	0	0
The school keeps my child safe	20	71	7	25	0	0	0	0
The school informs me about my child's progress	14	50	11	39	1	4	1	4
My child is making enough progress at this school	13	46	12	43	1	4	0	0
The teaching is good at this school	18	64	9	32	0	0	0	0
The school helps me to support my child's learning	13	46	11	39	1	4	0	0
The school helps my child to have a healthy lifestyle	17	61	11	39	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	54	12	43	0	0	0	0
The school meets my child's particular needs	16	57	11	39	0	0	0	0
The school deals effectively with unacceptable behaviour	8	29	16	57	0	0	1	4
The school takes account of my suggestions and concerns	6	21	16	57	1	4	0	0
The school is led and managed effectively	11	39	15	54	0	0	0	0
Overall, I am happy with my child's experience at this school	17	61	10	36	1	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 November 2009

Dear Pupils

Inspection of Sleights Church of England Voluntary Controlled Primary School, Whitby  
YO22 5DN

On behalf of the team, thank you so much for making us welcome when we inspected your school.

You go to a satisfactory school which is improving quickly. The staff care for you very well. Teachers help you learn well and mostly they make what you learn varied and interesting. Sometimes they miss opportunities to allow you to learn independently or by working with your friends. The team was impressed by the pride you take in your work. You behave well, work very hard in your lessons, and you look after one another admirably. You are polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and sports activities. Your parents and carers like the school very much.

I have asked your teachers to do the following things to make your school even better.

- Help you to reach higher standards in Key Stage 1 and in the tests at the end of Year 6, especially in writing and reading.
- Make sure that you know at what level you are working and what you need to do to progress to the next level.
- Make sure that more lessons are good, with teachers matching tasks and activities to your needs in all classes.
- Help you to understand more about people from different faiths and cultures who live in the United Kingdom.

You can help by continuing to do your very best, as I am sure you will. I wish you every success in the future.

Yours sincerely

Gordon Potter

Lead inspector

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