

Skelton Primary School

Address: Station Lane, Skelton, Saltburn-by-the-Sea, North Yorkshire, TS12 2LR

Unique reference number (URN): 140319

Inspection report: 9 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Pupils, including those who are disadvantaged, typically achieve outcomes that are broadly in line with national averages by the end of key stages. As a result, pupils are suitably prepared for the next stage of their education.

Across the school, pupils develop secure knowledge and skills in reading, writing and mathematics. In lessons and in their work, most pupils demonstrate an understanding of the key concepts they have been taught. Pupils generally recall prior learning and apply it appropriately when completing new tasks. Pupils with special educational needs and/or disabilities access the curriculum successfully and make progress from their individual starting points.

In reading, pupils develop increasing fluency and confidence through the school's structured approach to phonics and early reading.

In the wider curriculum, pupils generally acquire the knowledge expected for their age. Most pupils can discuss their learning using appropriate subject vocabulary and demonstrate an understanding of the topics they have studied. However, where assessment is not used precisely enough to identify when pupils are ready to move on, some pupils do not build on their learning as effectively as they could.

Attendance and behaviour

Expected standard

Leaders place a clear emphasis on the importance of regular attendance. They monitor attendance carefully and work with families to identify and address any barriers that may affect pupils' ability to attend school regularly and on time. Overall, pupils' attendance is in line with national averages. This includes disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders continue to work with a small number of families whose attendance remains a concern.

Leaders have established clear expectations for behaviour that are understood by pupils and staff. Consistent routines help pupils to understand what is expected of them and contribute to a calm and orderly environment throughout the school. Pupils learn how to manage their behaviour and interact positively with others.

Pupils are respectful towards adults and their peers and engage positively with learning. Classrooms are calm and purposeful, meaning that learning is rarely disrupted. During social times, pupils play sensibly together.

Pupils feel safe in school and are confident that adults will help them if they have any concerns. Bullying is uncommon, but if incidents occur, staff respond appropriately to address them.

The school's positive culture and consistent expectations help pupils to develop confidence, responsibility and respect for others.

Leaders have designed a broad and ambitious curriculum that is aligned with the requirements of the national curriculum. Curriculum plans identify the important knowledge and skills that pupils should learn and are sequenced so that learning builds progressively over time. Staff work to ensure that pupils can make links between current learning and what they have learned previously.

Reading is prioritised across the school. Early reading is taught well and staff deliver the phonics programme consistently. Pupils are given regular opportunities to practise and apply their phonics knowledge. Staff identify pupils who need additional support and provide timely intervention to help them keep up. As a result, many pupils develop the knowledge and confidence needed to become fluent readers.

Leaders have recently strengthened the school's focus on writing. Staff place greater emphasis on the development of transcription skills, including handwriting, spelling and sentence construction. The impact of this work is beginning to be seen in pupils' written work, where improvements in presentation and the accuracy of basic writing skills are becoming increasingly evident.

Teachers present new learning clearly and use questioning to check pupils' understanding. Pupils with special educational needs and/or disabilities typically access the curriculum successfully because staff make generally suitable adaptations to support their learning. Where pupils need additional help, support is provided to help them remain engaged with the curriculum.

Leaders have established systems for assessing pupils' learning. However, assessment information is not always used precisely enough to identify when pupils are secure in their understanding and ready to move on to new learning. At times, pupils spend time on learning they have already mastered. Leaders should ensure that assessment is used more accurately and consistently so that teaching is matched closely to pupils' needs and pupils move through the curriculum as swiftly as possible.

Early years

Leaders are ambitious for children in the early years and have designed a curriculum that provides a secure foundation for future learning. From the moment children join Nursery and Reception, staff ensure that they feel safe, settled and ready to learn. Positive relationships between adults and children create a nurturing environment that promotes confidence, independence and wellbeing.

The curriculum is carefully organised across all areas of learning. Staff provide opportunities for children to explore, investigate and develop new skills through a balance of adult-directed activities and purposeful play. The indoor and outdoor environments support learning effectively and help children develop their communication, social and physical skills.

Teaching supports children to acquire important early language, literacy and mathematical knowledge. Reading is prioritised with regular story sharing and effective phonics teaching.

Children are given opportunities to practise and apply their developing phonics knowledge to support early reading.

Adults interact effectively with children and support the development of language and vocabulary through discussion, questioning and learning through play. Children develop positive attitudes to learning, engage well with activities and learn to cooperate, share and follow routines.

Staff know children well and monitor their development carefully. Children with special educational needs and/or disabilities have their needs identified appropriately and they are supported to access learning alongside their peers. Staff work closely with parents to support children's learning and wellbeing. Most children progress smoothly through the curriculum and are well prepared for the transition into key stage 1.

Inclusion

Expected standard 

Leaders have established a culture where inclusion is an important part of the school's work. Staff know pupils well and identify the needs of pupils who require additional support. This includes pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those who may need extra pastoral support. Leaders and staff work to ensure that pupils are included in all aspects of school life and are able to access learning alongside their peers.

Teachers generally make suitable adaptations to learning so that pupils with additional needs can access the curriculum successfully. Staff reduce barriers to learning and support pupils' engagement. Training and guidance help staff to understand pupils' needs and respond appropriately. Where appropriate, leaders seek advice from external professionals to help inform the nature of support that pupils receive.

The school's Nurture Base provides a safe and supportive environment for pupils who need additional help to manage their emotions or overcome barriers to learning. Pupils use the provision to regulate their emotions, access pastoral support and prepare themselves to return to learning. This helps many pupils to engage more successfully in lessons and school life.

Leaders use additional funding to provide a range of support for disadvantaged pupils and those with SEND. Support is focused on helping pupils to access learning, attend school regularly and develop confidence and resilience. As a result, many pupils are supported effectively to participate fully in school life.

Support plans identify pupils' needs and outline the provision that staff put in place to help them. However, targets within some plans are not sufficiently specific or measurable. This makes it difficult for staff to evaluate consistently the progress pupils are making towards their individual goals. Leaders should ensure that targets are more clearly defined so that pupils' progress can be monitored and reviewed more effectively.

Leadership and governance

Expected standard 

Leaders have an understanding of the school's strengths and the areas that require further development. They evaluate the school's work and use this information to identify priorities for improvement. Leaders are committed to ensuring that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, are supported to access the opportunities and experiences that the school provides.

Leaders have established an inclusive culture in which pupils' wellbeing and achievement are prioritised. Recent developments, including the school's renewed focus on writing and the continued refinement of provision for pupils with additional needs, demonstrate leaders' commitment to improving pupils' experiences and outcomes. Leaders recognise the areas where further work is needed and have appropriate plans in place to address these.

Staff value the support and guidance they receive from leaders. Professional development is given appropriate priority and helps staff to develop their knowledge and practice. Leaders consider staff workload and wellbeing when introducing new initiatives and systems. As a result, relationships between staff and leaders are positive, and staff feel supported in their roles.

Governors understand the school's context and fulfil their responsibilities appropriately. They work alongside leaders to support the school's strategic direction and monitor its effectiveness. Governors receive information about key aspects of the school's work, including pupils' achievement, attendance and the provision for vulnerable pupils. This enables them to provide both support and challenge as leaders continue to develop the school.

Leaders work to maintain positive relationships with parents and carers, many of whom express confidence in the school and appreciate the support that staff provide for their children.

Personal development and wellbeing

Expected standard 

Leaders have developed a broad programme to support pupils' personal development and wellbeing. Through the curriculum and wider opportunities, pupils learn about themselves, others and the world around them. The school's inclusive ethos helps pupils to develop positive relationships and understand the importance of respect, kindness and consideration for others.

The personal, social, health and economic curriculum helps pupils develop an age-appropriate understanding of important topics. Pupils learn about healthy lifestyles, physical and mental wellbeing, relationships and how to stay safe, including when online. Staff support pupils to recognise and talk about their emotions and provide guidance to help them manage challenges appropriately. As a result, many pupils develop increasing confidence and resilience.

Pupils benefit from a range of opportunities that broaden their experiences beyond the classroom. Educational visits, visitors and enrichment activities help pupils to develop their interests and learn about the wider world. Pupils learn about different faiths, cultures and

backgrounds. This helps them to understand and appreciate diversity within modern Britain and promotes respect for others.

Leaders provide a variety of opportunities for pupils to contribute to school life and develop leadership skills. Pupils take on positions of responsibility and value the opportunity to represent their peers and support the school community. These experiences help pupils to develop confidence, independence and a sense of responsibility.

The school offers a range of clubs, activities and wider experiences that support pupils' personal development. Leaders work to ensure that these opportunities are accessible to all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities. As a result, many pupils participate in activities that help develop their talents, interests and wellbeing.

Staff know pupils well and provide pastoral support when needed. Pupils say that adults listen to them and help them if they have concerns. Consequently, many pupils feel safe, supported and included within the school community.

What it's like to be a pupil at this school

Pupils are proud to be part of this inclusive and welcoming school community. They enjoy positive relationships with staff and each other. Many pupils attend school regularly and value the opportunities available to them. They know that adults care about their wellbeing and are confident that staff will respond if they share any worries or concerns. As a result, many pupils say that they feel safe in school.

Pupils behave well in lessons and around the school. Classrooms are typically calm and purposeful, allowing learning to take place without disruption. During social times, pupils play and interact positively with one another. They understand the school's expectations and generally meet them well. Bullying is uncommon, and pupils know that staff will deal with any incidents appropriately.

The school provides a range of opportunities that help pupils broaden their horizons and develop their interests. Pupils participate in activities beyond the classroom and learn about the wider world. A well-attended choir is a particular favourite of pupils, as are residential educational visits. Leaders ensure that pupils feel included and valued, regardless of their backgrounds or starting points. Pupils appreciate the school's inclusive ethos and the support available to help them to succeed.

Many pupils take on positions of responsibility and contribute positively to school life. Leadership opportunities, including joining the school council or eco club, enable pupils to develop confidence and responsibilities.

Pupils achieve outcomes that are in line with national averages. They develop the knowledge and skills needed for the next stage of their education. Staff support pupils effectively when they need additional help, ensuring that barriers to learning are identified

and addressed. Consequently, pupils are prepared for their future learning and wider life experiences.

Next steps

- Ensure that targets within pupils' support plans are precise and measurable so that staff can consistently evaluate and review the progress pupils make towards their individual goals.
 - Ensure that assessment information is used more precisely and consistently to identify when pupils have secured understanding and are ready to move on to new learning, so that teaching is closely matched to pupils' needs and pupils make stronger progress through the curriculum.
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About this inspection

The school is in a single academy trust.

The chair of the board of governors in this school is Laura Allan.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, staff, pupils and members of the local governing body, including the chair of the governing body.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Sarah Walker

Lead inspector:

Jessica McKay, His Majesty's Inspector

Team inspectors:

Christine Durand, Ofsted Inspector

Emma Robertson, Ofsted Inspector

Laura Robinson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 June 2026

School and pupil context

Total pupils

474

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

758

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

32.45%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.84%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

19.41%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	61%	Close to average
2024/25 (final)	62%	62%	Close to average
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	69%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	74%	Above
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	84%	74%	Above
2022/23 (final)	80%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (final)	74%	72%	Close to average
2023/24 (final)	74%	72%	Close to average
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25 (final)	80%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	76%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	46%	Close to average
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	46%	46%	Close to average
2022/23 (final)	62%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	62%	Above
2024/25 (final)	80%	63%	Above
2023/24 (final)	81%	62%	Above
2022/23 (final)	76%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (final)	65%	59%	Close to average
2023/24 (final)	58%	58%	Close to average
2022/23 (final)	76%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25 (final)	65%	61%	Close to average
2023/24 (final)	65%	59%	Close to average
2022/23 (final)	69%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	68%	-14 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	46%	67%	-21 pp
2022/23 (final)	62%	66%	-4 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	79%	80%	-1 pp
2024/25 (final)	80%	81%	-1 pp
2023/24 (final)	81%	80%	1 pp
2022/23 (final)	76%	78%	-2 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-11 pp
2024/25 (final)	65%	78%	-13 pp
2023/24 (final)	58%	78%	-20 pp
2022/23 (final)	76%	77%	-2 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	65%	79%	-14 pp
2022/23 (final)	69%	79%	-10 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	7.1%	5.5%	Above
2022/23 (3 term)	7.1%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.6%	13.0%	Close to average
2023/24 (3 term)	18.8%	14.6%	Above
2022/23 (3 term)	21.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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