

South Kilvington Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121516
Local authority	North Yorkshire
Inspection number	380258
Inspection dates	23–24 February 2012
Lead inspector	Joanna Sharpe

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	54
Appropriate authority	The governing body
Chair	Robin Turton
Headteacher	Alison Whittaker
Date of previous school inspection	3 June 2009
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Introduction

Inspection team

Joanna Sharpe

Additional inspector

This inspection was carried out with two days' notice. Seven lessons taught by three teachers were observed by the inspector. Over 40 minutes were spent listening to pupils read and observing reading activities. Meetings were held with a representative of the governing body, staff and parents and carers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection and 36 questionnaires from parents and carers. The inspector also took into account questionnaires completed by staff and pupils. The inspector scrutinized a range of documents including the school self-evaluation, the school development plan, data showing pupils' attainment and progress, monitoring systems and safeguarding documentation.

Information about the school

South Kilvington is much smaller than the average-sized primary school. The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils who have special educational needs is also low. The number of pupils who join the school each year is low, generally being 10 or fewer. A small minority of children enter the Early Years Foundation Stage with no pre-school experience and speaking English as an additional language. Small numbers of pupils enter the school during the school year at other than the usual starting times. The majority of children who join the Early Years Foundation Stage have some form of pre-school experience. Pupils are taught in three mixed-age classes. Children in the Early Years Foundation Stage and Key Stage 1 are taught in one class. Pupils in Key Stage 2 are taught in two separate classes. The school meets the current floor standard.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. It has particular strengths in pupils’ outstanding behaviour and in their spiritual, moral, social and cultural development. The school is not outstanding because although pupils achieve extremely well in reading their achievement in writing and mathematics is good.
- Achievement is good. All pupils, including those with special educational needs, make good progress from their starting points. By the end of Key Stage 2 attainment is generally above average in writing and mathematics and in reading it is well above average due to highly effective teaching and rapid progress.
- Pupils behave outstandingly well. Relationships across the school are very strong. All pupils say how very safe they feel. Pupils have a good understanding of what is right and wrong and take part in a number of activities and responsibilities which develop their social skills well. Attendance has improved and is now above average.
- Teaching is good and sometimes outstanding. Teachers know their pupils well and plan their lessons in detail to ensure that the needs of all pupils are met. Skilled questioning is a key element in lessons. However, pupils do not always fully understand how well they are doing and what they need to improve and this slows their progress. In some lessons teaching does not follow-up consistently well on pupils’ ideas and contributions, which also hinders progress.
- Leadership and management are good. The headteacher leads a very cohesive team of staff who have high expectations. Monitoring by the headteacher is rigorous in supporting and improving teaching. However, the roles of subject leaders are underdeveloped with the result that teaching staff are not fully effective in monitoring teaching, learning and the curriculum. The governing body is a highly organized and effective team with a sharp focus on improving teaching and learning. Governors use their skills well to support and challenge the school. Parents and carers are extremely supportive of the school and play a very active part in school life.

What does the school need to do to improve further?

- Raise attainment and accelerate progress further in writing and mathematics, by:
 - ensuring that all pupils are clear about their targets and that marking shows them clearly what they need to do to improve further
 - making sure that constructive and more effective use is made of pupils' contributions in lessons.

- Improve the quality of teaching so that more is outstanding by:
 - developing the effectiveness of the subject leaders in the monitoring of teaching and learning.

Main Report

Achievement of pupils

Children make good progress in the Early Years Foundation Stage. The small minority of children who enter the Early Years Foundation Stage with no pre-school experience or speaking English as an additional language make outstanding progress because of personalised intervention and the strong focus placed on the development of language skills. All children in the Early Years Foundation Stage reach the expected goals for their age at the end of the Reception Year.

Across the school progress in reading is rapid and, as a result, attainment in reading at the end of Key Stages 1 and 2 is well above average. The promotion of reading skills is enhanced by daily guided-reading sessions. Pupils' well above average reading skills support their good progress in other subjects, for example, by enabling them to read and understand problem solving questions in mathematics. In Key Stages 1 and 2 pupils make good progress in mathematics and writing from their starting points. However, attainment in mathematics and writing is not consistently above average because the small number of pupils in each cohort causes variation in attainment from year-to-year. This variation is not apparent in reading where attainment is consistently well above average because of highly effective teaching and intervention strategies in this subject. Pupils thoroughly enjoy reading and most read at home on a daily basis. Parents are highly supportive of their children's reading at home and make a very effective contribution to the standards attained. Very well-deployed adult support and careful tracking ensures pupils with special educational needs learn very well and achieve highly.

Pupils make good progress in lessons because adults are well deployed and activities match the wide range of abilities. They make the best progress when they are actively engaged through discussion and this discussion is valued by adults. Adults support pupils well with individually planned programmes of study or by delivering commercial programmes to ensure good progress is maintained. Nearly all parents and carers consider that their child is making good progress at school.

Quality of teaching

The quality of teaching is good overall; some is outstanding. Pupils take part in lessons enthusiastically. The quick pace of teaching and engaging activities motivates pupils to want to learn. Teachers' subject knowledge is good and supports pupils' progress well. Careful planning ensures that activities meet the needs of all pupils. All teachers have high expectations. Adults' accurate and timely assessments of pupils' understanding mean that lessons are continuously being adapted to promote good learning. For example, in a Year 6 numeracy lesson, the teacher skilfully questioned all groups of pupils so that progress continued at a good pace. In all lessons teachers' skilled questioning is a key element in ensuring good progress. Teaching assistants are well deployed. Good and consistent strategies to teach pupils to read are evident throughout the school, such as peer support and dedicated reading sessions. In Years 3 and 4, pupils use 'teams' to enable peers to support the less-able readers. Individual or small group interventions support pupils not making good progress. In some lessons pupils are not always actively involved, as teachers' use of pupil contribution and evaluation by peers is not always effective, and this prevents more rapid progress.

The outside environment in the Early Years Foundation Stage allows children to explore all areas of the curriculum with a particular focus on literacy. Outside, a wooden house allows children to explore and develop knowledge of letter sounds through stimulating activities. Adults allow children to play independently as well as benefitting from timely intervention. This stimulating outside environment is also used for pupils in Years 1 and 2, for example when they are completing mathematics activities.

Teachers support pupils' learning well and pupils are confident to ask for help when needed. However, few pupils are aware of what steps they need to take to improve their work. Older pupils have targets in literacy and numeracy but few are fully aware of these. Marking is satisfactory. Positive comments are frequently seen in books but comments relating to how pupils can improve their work are less frequent. In the Early Years Foundation Stage assessment is more effective because it clearly notes what strategies children have used in their work and what they are going to do next.

The school's strong and effective emphasis on promoting pupils' social, moral, social and cultural development is evident in all classrooms. Links with other schools in the United Kingdom and in Sri Lanka help to support good cultural development. Parents of pupils new to the school comment on how the school has gone to considerable lengths to help their child integrate and feel at home. All parents and carers consider that their children are taught well at school and that the school helps them to support their children's learning. Inspection evidence confirms the accuracy of this view.

Behaviour and safety of pupils

Pupils behave exceptionally well at all times. They are polite and courteous. All pupils maintain this level of behaviour without adult supervision. In the Early Years Foundation Stage, for example, children showed high levels of courtesy to others as they offered dressing-up clothes to others to welcome them into their role play. Older pupils frequently work in small groups where they listen respectfully to each other. Although different systems of rewards are used in each classroom, all pupils are aware of the system relevant to them.

All pupils say they feel safe and are confident that any adult in school would help them if needed. Pupils say, and school records show, that poor behaviour is rare. The school is proactive in making sure pupils have an understanding and respect for all beliefs and cultures. Instances of any form of bullying are extremely rare. The headteacher deals effectively with any accusations of or instances of bullying. Pupils are articulate, polite and very eager to engage with visitors. At lunchtimes older pupils are good role models of behaviour to peers and younger children, showing courtesy and respect at all times. The school frequently invites visitors into the school, such as for Grandparents Afternoon Tea. The excellent behaviour of the pupils is frequently commented on by these visitors. Nearly all parents and carers consider that behaviour is good in the school. Parents and carers are confident that the school will deal effectively with any cases of bullying, but that this has not been an issue for them.

Pupils arrive at school punctually each day and are eager to attend. They settle to work quickly and without fuss. The school has worked with families to improve attendance which has improved since the last inspection and is now above average.

Leadership and management

The headteacher and governing body are highly motivated and set high expectations. The school has improved significantly since the last inspection. Attainment has risen consistently demonstrating the school's strong capacity to improve further. Staff form a highly committed and cohesive team. Monitoring by the headteacher is rigorous in supporting and improving teaching although the roles of subject leaders in supporting this process are underdeveloped. Collaboration with local schools on issues such as moderation and sharing good practice have had a positive impact on teaching and learning. The school carefully and rigorously tracks the progress of all pupils and adapts interventions and the curriculum to ensure equality of opportunity for all. Regular monitoring meetings follow pupils' progress closely to ensure continued progress. Pupils who join the school at other than the normal times are assessed and effective support given if required.

The governing body is extremely well-organised and highly ambitious for the school. Sub-committees enable governors to be highly and effectively focused on improvement. Specific roles ensure that the skills each governor brings to the school are used effectively. The governing body supports and challenges the school successfully to help raise standards and improve quality.

The curriculum is good overall. It meets the needs and interests of the pupils. The curriculum stimulates learning effectively, such as when the sound of a weather storm is used in Years 3 and 4 to inspire literacy work. The curriculum in the Early Years Foundation Stage is highly stimulating and effective in promoting both adult-led and child-initiated learning. The school works well with other local schools to ensure that the wide range of extra-curricular activities the school provides is extended further.

The spiritual, moral, social and cultural development of the pupils is good and is a strength of the school. Leaders and managers tackle discrimination effectively by ensuring all pupils have an understanding and respect for the different cultures found within the school. Links with the local church are strong and further strengthen the moral ethos of the school. The school's arrangements for safeguarding pupils meet statutory requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



27 February 2012

Dear Pupils

Inspection of South Kilvington Church of England Voluntary Controlled Primary School, Thirsk, YO7 2LR

Thank you for the warm welcome you gave me when I inspected your school recently. You were all very polite, friendly and eager to talk to me. I am grateful that the older pupils took time to complete a questionnaire telling me what they think about your school. I looked at your responses and considered them when making my judgements. Your school is a good school that has improved well since the last inspection. You all read very well and it was lovely to see so many of you obviously enjoying reading.

Your behaviour is outstanding. In your questionnaires and when I spoke to you, you all said behaviour was very good. You all listen carefully to your friends and the adults in lessons as well as at other times during the day. You play very well together and are all very polite to each other. Even when adults are not close to you or telling you what to do, you still behave very well. You all told me you feel safe and happy. Your teachers and your governing body work hard to improve your school and I think there are some things that could make it even better. Most of you could not tell me what level of attainment you have reached and are not always sure what you need to do to get better, so I am asking the teachers and governors to make sure you are better informed about how to improve. You can help the teachers by trying hard to reach the next level and remembering what you have to do to achieve it. I would also like the teachers to take more notice of what you are saying in discussion times and when you are evaluating the work of your friends to further accelerate your progress.

I am confident that these things will help your school continue to improve. You can help your school by keeping up your excellent behaviour and positive attitude to learning. I wish you every success.

Yours sincerely

Joanna Sharpe
Lead inspector

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