

# Settrington All Saints' Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	121538
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359030
<b>Inspection dates</b>	9–10 February 2011
<b>Reporting inspector</b>	Pat Kime HMI

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>	44
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Ramsden
<b>Headteacher</b>	Mrs Catherine Hanch
<b>Date of previous school inspection</b>	11 September 2007
<b>School address</b>	Settrington Malton North Yorkshire YO17 8NB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors. The inspector observed teaching and learning in five lessons, covering all the classes and all four teachers, and she made brief visits to a further eight lessons. She had discussions with staff, pupils and governors. She observed the school's work, and looked at documentation provided by the school, including records of pupils' progress and the plans for school improvement. She considered responses to the inspection questionnaire that were received from pupils, staff and 18 parents or carers.

The inspector reviewed many aspects of the school's work. She looked in detail at a number of key areas.

- How high pupils' current attainment is and whether there is sufficient good teaching to enable pupils to make the progress they should?
- How much the school has improved since it was last inspected and, given the support it has received, how well it is placed to continue to improve.
- How effective the arrangements are, introduced quite recently, for monitoring the school's work and evaluating its performance.
- How much the school's provision takes account of its very small size.

## Information about the school

This is a very small school compared with the average size of primary schools in England. Pupils are drawn from the village and beyond, with around half coming from beyond the school's normal catchment area. The pupils are taught in three classes. The proportion of pupils known to be eligible for free school meals is low. The number of pupils with special educational needs and/or disabilities is higher than average for the size of school. More pupils than average join or leave the school part way through their primary education. All the pupils are White British. Staffing has been unsettled since the previous inspection, but is now stable. The school holds Healthy School Status and the Activemark.

**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: how good is the school?**

**3**

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

**3**

## Main findings

This is a satisfactory school which has a number of good features and is improving. The teaching is now predominantly good. Pastoral care is good and pupils make good progress in their personal development. Academic standards have risen but pockets of underachievement remain. The school has been through a difficult time since the previous inspection. A period of intensive support from the local authority helped the school to overcome significant problems. Nonetheless, improvements are recent. They need to be sustained for longer before their impact can be judged.

Children get a good start and make good progress in the Reception Year. Data for the last two years show that pupils made adequate progress in Key Stages 1 and 2. Attainment by the end of Year 6 improved from 2007 to 2010 but only last year did it reach a level that was not significantly below average. For most pupils, rates of progress have picked up this year. That said, a legacy of previous underachievement is not entirely overcome and a few pupils have not made expected progress.

The teaching is now good and pupils made good progress in the lessons seen during the inspection. This confirms the school's and the local authority's view of the quality of teaching. Pupils' behaviour has improved and is now good so lessons are orderly. The curriculum meets requirements and is enhanced by a range of clubs and educational visits and visitors and weeks devoted to particular themes, such as creative arts, sports, and industry. However, the whole-school planning for work in subjects other than English, mathematics and science lacks rigour.

Pupils are looked after well and the school's strong relationships with parents and carers and with external agencies aid its support of pupils who are facing challenging circumstances or have particular needs. The arrangements for safeguarding are good.

The extent to which pupils adopt healthy lifestyles and contribute to the community is good, as is their spiritual, moral and social development. Cultural development is satisfactory, held back by the relatively limited provision to develop pupils' awareness of diversity and to promote community cohesion.

Leadership and management at the school has become more robust following support from the local authority. The school has instigated appropriate systems for all teachers to keep track of pupils' progress, to monitor the quality and effectiveness of teaching, and to evaluate its performance. The leadership of work in English, mathematics and science has developed well but leadership of non-core subjects is less robust. Planning for further development is sound. Staff teamwork is strong and the teachers are keen to continue improving the school. However, improvement has not yet been sustained over time, under the school's own steam, and this determined the judgement that capacity to improve is no better than satisfactory at present.

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Up to 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.

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

- Accelerate pupils' progress in order to raise attainment and overcome underachievement by:
  - embedding and building on recent improvements in teaching; the assessment of pupils' attainment; the tracking of pupils' progress; and subject leadership.
- Strengthen leadership and management by:
  - further developing the school's capacity to drive its own improvement
  - developing the leadership of work in the different subjects of the curriculum.
- Sharpen the planning of the curriculum for non-core subjects to assure progression in pupils' skills and understanding from year to year.
- Strengthen the promotion of community cohesion by:
  - auditing current provision more rigorously
  - systematically planning opportunities, across the curriculum, for this aspect of work and for pupils to develop awareness and understanding of diversity.

## Outcomes for individuals and groups of pupils

**3**

When children start in Reception what they can do varies considerably between individuals and from year to year but on the whole is typical for their age. They make good progress in most areas of learning in the Reception Year and adequate progress in Key Stages 1 and 2. Pupils' attainment at the end of Key Stage 2 has risen over the last three years but, until last year, it was low. In 2010, the test results were below average, but not significantly so. The current Year 6 pupils are working at broadly the level they should be.

Pupils' rate of progress has picked up this year and, since September, most pupils have made good progress. However, particularly in Key Stage 2, there is a legacy of previous underachievement. There are gaps in pupils' learning, with the areas of weakness varying between year groups.

In the lessons seen pupils made good progress. They enjoy learning. They want to do well and try hard to succeed. Pupils with special educational needs and/or disabilities and the potential high-attainers make equally good progress as their classmates, in relation to their ability and starting points.

Personal development is good. Pupils are well-behaved in lessons and around the school and the older pupils say this is a big improvement. Pupils feel very safe at school. They have a good understanding of healthy living. They enjoy physical education and sports and give examples of their active lifestyles outside school. They know about the importance of a healthy diet and the take-up of nutritious school meals is high. All pupils contribute fully to the life of the school as a community and there are many examples of the pupils' good contribution to the community locally and further afield. For instance, they have helped to organise village events and have raised funds for international charitable causes.

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Pupils have good opportunities to learn about business and enterprise in the industry week. They set up production 'companies' and learn about all stages of designing, making and marketing a product, from market research through to packaging and pricing. Regular, punctual attendance develops good habits and pupils develop the personal attributes they will need for future success. However, their development of the key skills of literacy and numeracy, essential for future economic well-being, is only satisfactory.

*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>2</b>

<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

## How effective is the provision?

There are strengths in the quality of the school's provision. It promotes pupils' personal development well. Teaching is now good and pastoral care is strong. Pupils have every confidence in the staff and know they can turn to them for help with any problems they may face. They say that bullying is very rare and Year 6 pupils said the only instance they can recall was sorted out very promptly and effectively.

The lessons seen during the inspection were in English, mathematics and science and the teaching observed was predominantly good. This confirms the school's view of lessons and explains pupils' good progress in these subjects since September.

Typically, staff have very good relationships with pupils. They plan work that takes account of how pupils have done in previous lessons and the range of age and ability in each class. They make good use of lesson time. For example, in the classes for Key Stage

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2 pupils, the day often starts with an interesting, open-ended challenge or puzzle to get pupils thinking and discussing purposefully while the teacher takes the register. Teachers mark pupils work carefully and give helpful pointers to improvement. The best marking analyses pupils' work in considerable detail so they know exactly how successful they have been. Routines are consistent across the classes. So, for instance, all teachers use the same terminology to refer to the learning objectives for lessons and how pupils' success will be measured.

The most effective teaching makes learning fun and challenges pupils to thinking in depth. Lesson planning is adapted day by day according to the pace of pupils' learning and if gaps in knowledge and understanding are revealed. A 'no hands up' policy keeps everyone on their toes while questions are tailored to individuals' levels of understanding. Pupils' discussions are given a tight focus so they are purposeful. For example, in the top class pupils were asked to refer to the text of two poems they had been studying to answer the question, 'does the poet think it is alright to lie?' This prompted deep thinking about moral dilemmas as well as productive discussion and close study of the poems. The best lessons are characterised by a shared enjoyment of the pursuit of understanding and pleasure in achievement.

When learning was less than good it was because the pace of the lesson was slower, pupils were less actively involved, or staff missed opportunities to deepen pupils' understanding. Generally, teachers deploy teaching assistants more effectively when pupils are working in groups than when teaching the whole class.

The curriculum covers all that is required. It is enhanced by themed weeks such as the recent one based on Chinese New Year and the industry week. Over the year, the school offers extra-curricular clubs that cater for a wide range of pupils' interests. The provision for physical education is enhanced by the school's involvement in the School Sports Partnership. There are some good opportunities for pupils to mix and learn with those from other local schools. Planning of work is satisfactory, though better for the core subjects than the remainder of the National Curriculum. In non-core subjects, planning at whole-school level is not always robust enough to assure progression in pupils' understanding and skills each year.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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?**

The school has benefitted from support and guidance provided by the local authority, though a period of staff changes and low attainment. This support has helped the school face up to shortcomings. As a result, improvements are evident in the quality of teaching,

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the effectiveness with which pupils' attainment and progress are checked, and the leadership of core subjects. The level of support is now greatly reduced. Sound planning for future development, the renewed team spirit among staff, and their enthusiasm for further development show that the school now has sufficient capacity to drive its own improvement. The school's evaluation of its effectiveness is generally accurate. The headteacher understands where improvements are needed and is working in good partnership with the staff to achieve them. Teachers have benefitted from good opportunities to learn how to improve their teaching. They have made a good start on sharing leadership, for example of subjects, but as yet, this is mainly in the core subjects.

The governing body has made a good contribution to the school's improvement and continues to balance challenge and support well. Governors understand their roles and responsibilities and know the school well. They have a clear vision for its future and contribute to development planning. They have ensured that the requirements for safeguarding pupils are met well.

Pupils have equal opportunities at Settrington. All play their part in school life. Decisions about where to place additional support are underpinned by careful review of pupils' progress. Potential high-fliers are targeted as well as underachievers. The promotion of community cohesion within the school and the village is good and some overseas links have been forged. However, while the school knows the extent of this provision, staff and governors have not undertaken a rigorous audit of it. Taken overall the range of opportunities, across the curriculum, for pupils to learn about cultural, social and ethnic diversity in Britain and the wider world is no better than satisfactory.

The school has good relationships with a range of partners and these widen pupils' horizons, enrich the curriculum and provide specialist expertise to supplement staff skills. Staff have good relationships with parents and carers who are well-informed about what their children are studying and how well they are progressing. The school acts on parental suggestions.



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*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>2</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>2</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>2</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>3</b>

## Early Years Foundation Stage

Children get a good start in the Early Years Foundation Stage. They settle into school life well and quickly get used to classroom routines. They make good progress personally and in learning. They make friends and learn happily indoors and out. For example, they were full of enthusiasm about addition after an outdoor session in which they counted how many bean bags they had thrown into two nets.

Staff are sensitive to the children as individuals and promote their well-being and learning well. Relationships are very positive and encouraging. The classroom and outdoor area offer a lively and welcoming environment for learning. Staff work well together and plan activities thoughtfully, taking account of the children's interests. This means that children choose eagerly from a range of worthwhile activities. For instance, during the inspection, activities to promote communication, language and literacy, knowledge and understanding of the world, creative development, and problem-solving were all planned around the story of the Enormous Turnip, which the children had enjoyed greatly.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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## **Views of parents and carers**

As the table below shows, parents and carers have a positive view of the school and believe it serves their children well. The inspector's judgement is not so positive because the school's provision has only recently improved and has not yet resulted in sustained attainment at a high enough level.

Parents who wrote to the inspector praised the care, guidance and support provided for their children and the school's communication with parents and carers. The inspection confirmed that these aspects of the school's work are good.

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

Ofsted invited all the registered parents and carers of pupils registered at Settrington All Saints' 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 18 completed questionnaires by the end of the on-site inspection. In total, there are 44 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	83	3	17	0	0	0	0
The school keeps my child safe	16	89	2	11	0	0	0	0
My school informs me about my child's progress	16	89	1	6	1	6	0	0
My child is making enough progress at this school	14	78	3	17	0	0	0	0
The teaching is good at this school	14	78	3	17	0	0	0	0
The school helps me to support my child's learning	15	83	2	11	0	0	0	0
The school helps my child to have a healthy lifestyle	14	78	3	17	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)	10	56	5	28	1	6	0	0
The school meets my child's particular needs	15	83	2	11	1	6	0	0
The school deals effectively with unacceptable behaviour	16	89	1	6	0	0	0	0
The school takes account of my suggestions and concerns	14	78	3	17	0	0	0	0
The school is led and managed effectively	13	72	5	28	0	0	0	0
Overall, I am happy with my child's experience at this school	13	72	5	28	0	0	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



11 February 2011

Dear Pupils

**Inspection of Settrington All Saints' Church of England Voluntary Controlled Primary School, Malton, YO17 8NB**

Thank you for welcoming me when I inspected your school recently. I enjoyed my time at Settrington. Listening to you and observing your lessons helped me to form my judgements. This letter is to report them to you.

You are getting a satisfactory education. The school went through a bad patch when pupils did not do well enough but things are much better now. Children get a good start in Reception. In Key Stages 1 and 2, most of you are progressing as you should in learning but the teachers know that there is still some catching up to do.

Teaching is good now. The staff go out of their way to help you and they make sure you are all safe at school. I was pleased to see that you are growing up well. You learn to care for others, to make your contribution to school and the local community and to adopt healthy lifestyles. Your behaviour is good.

Mrs Hanch and I talked about what needs to be done to make Settrington a good school. As well as helping you to make even faster progress and consolidating all the recent improvements in your school, we agreed on the following things:

- improving the way the teachers plan work in subjects beyond English, mathematics and science and help you to do well in them
- promoting community cohesion more strongly; the teachers will be able to tell you exactly what that means and help you to learn more about it.

I know that you will have good ideas about how the school could improve further. Do propose them through the school council.

Yours sincerely

Pat Kime

Her Majesty's Inspector

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