

# Bugthorpe Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	118000
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	363878
<b>Inspection dates</b>	11–12 April 2011
<b>Reporting inspector</b>	Andrew Clark

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>	53
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Lyon
<b>Headteacher</b>	Mrs Angela Ekers
<b>Date of previous school inspection</b>	17 April 2008
<b>School address</b>	Bugthorpe York East Riding of Yorkshire YO41 1QQ
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed three teachers. The inspectors held meetings with members of the governing body, the staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 16 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress pupils of all abilities make throughout the school, particularly in writing.
- How accurately work is matched to the needs of pupils of different ages and abilities in their lessons.
- The contribution all leaders and managers make to school improvement.

## Information about the school

The school is smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is broadly average. The majority of pupils are from White British backgrounds. The percentage of pupils with special educational needs and/or disabilities is broadly average. The majority of pupils travel to school by bus from outlying villages. The school has Healthy School status and the Activemark.

The headteacher was appointed to the school at the start of the current academic year.

**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?**

**2**

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

**2**

## Main findings

This is a good school. The friendly, family ethos and outstanding care, guidance and support ensures pupils' attendance is above average and their behaviour is excellent. Pupils of all abilities, including those with special educational needs and/or disabilities, achieve well, as a result of the good quality of teaching and the rich curriculum. The headteacher and her staff work effectively as a team and this contributes to accurate self-evaluation. They are supported efficiently by a good governing body. Monitoring and evaluation procedures are effective overall. However, systems to observe and share the best practice are not fully embedded, especially in English, following changes to subject leadership roles. The outcomes for pupils and quality of provision have developed well since the last inspection and the school has a good capacity to continue to improve. 'Every single member of staff at this school go the extra mile to ensure that all children achieve their full potential not only academically but also spiritually, emotionally and physically,' is typical of parents' and carers' views.

Pupils of all abilities make good progress because they thoroughly enjoy lessons and work is matched accurately to their individual needs. They leave Year 6 with attainment which is above average overall. They reach high standards in mathematics. Attainment in English, although above average, is relatively weaker because pupils' progress in writing is not always consistent enough. Pupils are very friendly and welcoming. Their awareness of how to play and work safely is outstanding. They have an excellent understanding of how to live healthily and a strong and successful commitment to sport and exercise. Pupils make a good contribution to the school and local community, for example, through the school council and links with the church and other schools.

Teaching is good. Relationships are excellent and lessons proceed at a brisk pace. The use of marking and feedback is good overall, but occasionally are inconsistent in guiding pupils to improve their work. The lively and imaginative curriculum makes learning relevant and enjoyable. An excellent range of extra-curricular activities enhances pupils' opportunities. However, some opportunities are missed for pupils to apply and practise their literacy skills through different subjects. The school has excellent procedures to identify and support pupils who are vulnerable due to their circumstances and works in partnership with other agencies to break down barriers to learning. As a result, these pupils make progress which is at least as good as their peers.

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

- Improve pupils' progress in writing in order to bring standards in English to those in mathematics by:

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- using marking and feedback more consistently to ensure that pupils write fluently and accurately in all their work
- providing more opportunities for pupils to use their writing skills effectively in other subjects.
- Improve the role of subject leaders in evaluating and sharing the best practice in teaching and learning, particularly for teaching writing.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy their learning and achieve well. In lessons, pupils show good debating skills and read very well. Pupils work well collaboratively, share ideas and solve problems together, for example, in data-handling work in geography. They make good use of different reference sources such as the internet, prompts on display and dictionaries. Information and communication technology (ICT) is used confidently for research and to present work. These positive attitudes to learning make a strong contribution to pupils' personal development and their good progress.

Children start the Early Years Foundation Stage with skills which are largely typical for their age. Pupils of all abilities make good progress and by Year 6, standards in English, mathematics and science are above average. This is reflected in the results of National Curriculum tests and assessments. Standards in mathematics are especially high because of very good planning and high levels of teachers' subject knowledge. Pupils' writing skills, although largely above average, are not as well developed as they could be because consistency in basic skills, such as spelling and handwriting, is not always encouraged. As a result, pupils' written work in different subjects is not always fluent or accurate enough.

Pupils have an excellent understanding of how to keep themselves safe in a wide range of situations. They are particularly knowledgeable about road safety and use of the internet. A very high proportion of pupils participate in regular challenging physical activities and they are very successful in inter-school competitions, such as girls' and boys' football, tag rugby and cross country running. They are actively involved in local and national charitable activities and have a good understanding of local geography. Pupils' spiritual, moral, social and cultural development is good. They mix well with others and older pupils take good care of younger ones during, for example, the family service lunchtimes. Their awareness of other cultures has improved since the last inspection, although because of the school's location they have limited first-hand experiences.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<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?

Detailed lesson plans ensure the needs of different groups of pupils are well met. Teachers and teaching assistants work closely together to ensure pupils of all abilities make good progress. Teaching is sometimes outstanding, particularly in mathematics. Teachers challenge pupils to think deeply and solve problems and investigations by carefully targeting their questions. Expectations are generally high and pupils strive hard to meet them. Most lessons are brought to life through the use of ICT, role play, competitions and games. Good quality marking and feedback generally helps pupils improve their own work and reach challenging targets. However, there is not always a consistent approach to guidance for pupils to resolve weaknesses in spelling and handwriting.

Imaginative themes and visits make learning relevant and stimulating. The school makes particularly good use of the local environment and the school's own attractive grounds for in-depth studies in geography, history and science. Numeracy is exploited in other subjects but opportunities for pupils to use their literacy skills in other subjects are not always challenging enough. Good partnerships with other educational establishments, such as rural school associations, teacher training associations and many sporting contacts contribute to learning in many subjects. Pupils' personal development is promoted well. Pupils have good opportunities to learn another language and participate in musical

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events. Parents and carers make a good contribution to pupils' learning through their involvement in lessons and homework projects.

The school has outstanding systems to support pupils who are vulnerable due to their circumstances. Enthusiastic and highly-trained staff maintain meticulous records of pupils' personal development and academic progress ensuring that pupils' needs are very well met. This work is highly successful in breaking down significant barriers to learning. There are rigorous and effective procedures to care for pupils and excellent systems, including the effective use of text messaging and email, to monitor and improve attendance and behaviour. The school provides a very good range of information on pupils' progress and gives parents and carers regular and useful guidance on ways to support their children's future learning.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is quickly becoming established in her role and provides considered and reflective leadership. As a result, staff morale is high and parents and carers hold the school in high regard. The headteacher and senior staff lead by example through their teaching and management roles. Although monitoring procedures are good overall, new systems to ensure subject leaders have a comprehensive overview of the teaching and learning in all subjects are still being embedded. There is a good commitment to staff training and development, often in coordination with other small schools, which contributes well to school improvement. The effective governing body has robust systems to review policies and procedures and evaluate their effectiveness. Members of the governing body bring a wide range of skills to school life, which contributes to curricular improvement, learning in mathematics and pupils' spiritual, moral and social development.

The school has a good understanding of its immediate context and is involved in a number of local projects and initiatives. It is developing links with communities in other parts of the world through international teaching links. As a result, the promotion of community cohesion is good overall. The school takes strong steps to breakdown any barriers to achievement. It is inclusive and promotes equality of opportunity well for both pupils and staff taking steps to avoid any discrimination. Robust policies and record keeping contribute to good quality procedures for safeguarding. The school provides robust financial management and ensure that the school gives good value for money.

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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>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Many children start with skills which are largely typical for their age. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1 they meet and increasingly exceed average levels. There are close links with other pre-school providers and good induction systems to quickly settle children in to the Reception class. Effective welfare arrangements and positive relationships with parents and carers ensure that children feel safe and secure.

There is a good balance between adult-led activities and those that children can choose for themselves, which contributes well to their personal development. The progress children make in their early reading and writing skills is good because the teacher and teaching assistant make effective use of well planned literacy and numeracy schemes and provide many opportunities for children to practise their skills. Children are proud of their work and eager to show what they can do. They enjoy exploring the range of stimulating learning activities. However, some of the activities children choose for themselves are not challenging enough for all abilities. The school has identified this as an aspect for improvement.

The school makes imaginative use of its extensive and varied grounds and this promotes effectively children's investigative skills and deepens their knowledge and understanding of the world. Children enjoyment of learning is enhanced by the regular use of ICT such as laptops and digital recorders. Assessment procedures for tracking and improving children's learning are good, and parents and carers feel well informed about their child's progress. The Early Years Foundation Stage is led and managed effectively and all staff contribute to developments. As a result, the Early Years Foundation Stage is well placed to continue to improve.



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*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

## **Views of parents and carers**

Almost a third of parents and carers replied to the questionnaire which is a similar response to most schools. The vast majority are wholly positive about the work of the school. They feel that their children enjoy school, make good progress and that the school is led and managed well. The views of the parents and carers are reflected in the findings of the inspection because all aspects of its work are at least good and some are outstanding.

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

Ofsted invited all the registered parents and carers of pupils registered at Bugthorpe 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 inspection team received 16 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	88	2	13	0	0	0	0
The school keeps my child safe	13	81	3	19	0	0	0	0
My school informs me about my child's progress	10	63	6	38	0	0	0	0
My child is making enough progress at this school	12	75	3	19	1	6	0	0
The teaching is good at this school	13	81	3	19	0	0	0	0
The school helps me to support my child's learning	12	75	3	19	0	0	0	0
The school helps my child to have a healthy lifestyle	13	81	3	19	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	63	4	25	1	6	0	0
The school meets my child's particular needs	12	75	3	19	0	0	0	0
The school deals effectively with unacceptable behaviour	11	69	5	31	0	0	0	0
The school takes account of my suggestions and concerns	11	69	5	31	0	0	0	0
The school is led and managed effectively	12	75	3	19	0	0	0	0
Overall, I am happy with my child's experience at this school	14	88	2	13	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.**



13 April 2011

Dear Pupils

**Inspection of Bugthorpe Church of England Voluntary Controlled Primary School, York, YO41 1QQ**

Thank you for the friendly welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you and seeing you in your lessons, assemblies and at playtime.

These are some of the things we found out about your school.

- You go to a good school and standards are above average. You do especially well in mathematics.
- You do not do quite as well in English as you do in mathematics and teachers do not always give you chance to practise your writing skills enough in other subjects.
- You are cared for extremely well and feel very safe and your behaviour is exemplary.
- You arrive at school on time and your attendance is above average.
- You have an excellent understanding of how to keep healthy and do very well in many different sporting activities and competitions.
- You enjoy your school work because the teachers give you practical and fun things to do.
- The headteacher, staff and the governing body run the school well.

To help your school become even better, I have asked your headteacher and the governing body to:

- bring your written work up to as high a standard as that in mathematics
- help staff to keep a closer eye on how well you are getting on with your work.

You can help by making sure that all your work is the best it can be and continuing to enjoy school.

Yours sincerely,

Andrew Clark

Lead Inspector

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