

Skelton Newby Hall Church of England Primary School

Inspection report

Unique Reference Number	121589
Local Authority	North Yorkshire
Inspection number	359044
Inspection dates	29–30 March 2011
Reporting inspector	Graeme Clarke

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	25
Appropriate authority	The governing body
Chair	Mr Paul Whiteside
Headteacher	Mr Peter Pozman
Date of previous school inspection	10 April 2008
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Introduction

This inspection was carried out by one additional inspector. He observed the work of three teachers in the school during extended visits to five lessons. He visited two assemblies. He examined a variety of examples of pupils' written work. The inspector held meetings with members of the governing body, teachers, parents and carers and a group of pupils. He scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans, records of pupils' progress and the minutes of meetings. He analysed 16 questionnaires from parents and carers, 16 from pupils in Key Stage 2 and four from members of staff. The inspector reviewed many aspects of the school's work. He looked in detail at a number of key areas.

- He looked at the attainment and progress of each pupil, including those with special educational needs and/or disabilities, over the past three years.
- He looked at the opportunities pupils have to make connections between subjects and to apply their basic skills throughout the curriculum.
- He evaluated the success of recent improvements to teaching mathematics in Key Stage 2.
- He looked at how well the recently developed facilities and provision in the Reception Year foster good learning and progress for reception children and for the Years 1 and 2 children in their class.

Information about the school

This rural village school is very much smaller than the average-sized primary school. None of the pupils is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is broadly average and none has a statement of special educational needs. Almost all pupils are of White British heritage. A small number is from other white origins although none is learning English as an additional language. The school has gained Healthy School status, the Activemark, the Artsmark and the Leading Aspect award.

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

Skelton Newby Hall Primary is an improving school where pupils benefit greatly from the good education it provides. Exceptional care, guidance and support lie at its heart. All staff work with a common purpose to promote the school's Christian values and ensure that safeguarding the welfare of pupils is given the highest priority. In turn, pupils feel entirely at ease and the school is calm and orderly. Pupils have an extensive knowledge of the importance of keeping themselves healthy. Exceptionally fruitful partnerships augment pupils' learning and enhance the school's admirable arrangements to promote community cohesion. In turn, pupils make an outstanding contribution to their school and local community. Through excellent links with families, parents' and carers' confidence in the school is notably high and attendance has improved to above average. In this entirely inclusive school, everyone has fully equal opportunity to develop their talents and demonstrate their accomplishments.

Action to improve teaching has resulted in good and sometimes excellent approaches which lead to pupils' good learning and achievement. Teachers use assessment information well to match lesson activities to suit pupils' abilities. Pupils are enthusiastic in class and work productively in small groups, although, occasionally, less well on their own when interest wanes. When marking pupils' work, teachers indicate how well the pupils are doing in a way that pupils value, but they do not always give pupils pointers to help them improve in a consistent way. From average starting points, pupils of all abilities make good progress by the end of Year 6. Although overall attainment fluctuates from year to year because of very small numbers, most pupils' attainment is above average. Pupils read very well, their writing is well developed and their mathematical skills have improved. They apply skills in literacy and information and communication technology (ICT) successfully throughout the curriculum, but have fewer opportunities to apply their numeracy skills.

The headteacher and the governing body evaluate their work accurately and provide a constant agenda for improvement. Development planning focuses on the right priorities to raise attainment. However, planned activities and their expected effect of on pupils' outcomes are not always fully clear, to help review progress accurately. Nevertheless, notable improvements since the last inspection, for example, in teaching mathematics and promoting higher attendance, diligent management and a systematic approach have ensured that capacity for sustained improvement is good.

What does the school need to do to improve further?

- Consolidate arrangements to improve the effectiveness of features of teaching by:

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- organising lesson activities sufficiently well to sustain pupils' motivation and ability to work independently
 - ensuring teachers give pupils pointers for improvement always when marking their work
 - providing opportunities for pupils to extend numeracy skills widely throughout the curriculum.
- Include precise success criteria in development planning, so the governing body can accurately assess the impact of actions for improvement.

Outcomes for individuals and groups of pupils

2

Pupils take part enthusiastically in lessons where they are keen to answer questions and give clear explanations of their thinking. They become involved quickly in lesson activities when they work well collaboratively in small groups or within the whole class, but sometimes make less progress when working independently. Pupils speak confidently and handle discussions with classmates well. They take care to present their written and mathematical work neatly and handwriting is clear and legible. Pupils enjoy school thoroughly and achieve well.

The number of pupils in each year group is very small and prevents meaningful year-on-year comparisons. When they join the Reception class, children's skills and abilities are typical for their age. The pattern over recent years is that both boys and girls make good progress as they move through the school, in reading particularly, from their starting points. Work to improve mathematics has paid dividends. Credible assessments at this point in the year show most pupils currently in Year 6 exceeding or greatly exceeding the level expected for their age in reading, writing and mathematics. Pupils with special educational needs and/or disabilities make good and, for some, outstanding progress, especially in reading.

Pupils are strongly of the view that they feel free from bullying and anti-social behaviour. The inspection confirms their view that behaviour is good. Pupils are prepared exceptionally well to enjoy outdoor pursuits safely, to be safe on the road and to beware of abusing Internet access. They have an excellent grasp of the part healthy eating, physical activity and personal hygiene play in keeping themselves well. Their exceptional contribution supports their school and local community. The annual school gala and recently introduced gardening club bring the school and village together commendably well. Above-average attendance, coupled with self-assurance and well-developed social and basic skills, prepare pupils well for the next stage in their education. Overall, pupils' spiritual, moral, social and cultural development is good.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Pupils learn well and make good progress as a result of good teaching. Some teaching is outstandingly effective. Throughout the school, a successful combination of clear learning intentions shared with pupils, well-planned activities suited to pupils' ages and abilities, challenging questioning and opportunities taken to reinforce learning, characterise the best teaching. On occasions, tasks are not structured sufficiently well to sustain a minority of pupils' interest when they have to work on their own and in turn their progress slows. Adept, well-coordinated teaching assistance supports learning successfully. Helpfully, marking lets pupils know the standard of their work, although pointers to improve to the next level are not given consistently in both English and mathematics, to help pupils take the next steps in learning.

Strengths in the curriculum lie in the many activities that broaden pupils' knowledge and understanding and lead to good progress. Diligently planned projects link subjects effectively to extend pupils' skills, particularly in reading, writing and ICT. The opportunities given to pupils to apply their skills in mathematics across a range of subjects are less frequent. Through assemblies and an extensive range of partnerships, the school expands greatly pupils' personal development, sporting awareness and their spiritual, moral, social and cultural development. Of special note is the way the school exploits its local environment and the expertise of staff to promote pupils' learning out-of-doors and to develop leadership and team-working skills through outdoor pursuits.

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In this exceptionally caring and welcoming school, the diligent analysis of pupils' performance enables the provision of well-focused support for those at risk of underachievement. In partnership with the local authority and the health service, adroit support of the medical and emotional difficulties of some potentially vulnerable pupils leads to them taking a full part in school life. Very effective arrangements prepare pupils successfully for joining from nursery education then moving on to secondary schools. Improved attendance stems from effective negotiation with parents and carers.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Good leadership and management have established the caring ethos and positive climate for learning evident throughout the school. Recent work to improve the quality of teaching of mathematics has improved pupils' attainment and progress, although the school recognises that these improvements are yet to be firmly established.

Good governance is reflected by the governing body's close involvement with the school to obtain a first-hand view of its work and consider informative reports. The joint role of school staff and the governing body in evaluation is developing well. The review of the effectiveness of actions is not as precise as it could be because activities and success criteria are not specified sufficiently clearly to aid making judgements. The governing body ensures the school enables pupils to enjoy full equality of opportunity. Boys and girls and those with special educational needs and/or disabilities play a full part in school life and make equally good progress. Meticulous arrangements for child protection procedures, safe recruitment, site security, risk assessment and health and safety checks are in place to safeguard the welfare of pupils. Furthermore, the governing body promotes pupils' awareness of safe and responsible conduct through the curriculum.

Exceptionally effective partnerships with parents and carers support pupils' learning and progress. All feel fully consulted and that their views are taken into account. Exemplary partnerships with heritage centres, the church, the local community and links with schools at home and abroad enrich pupils' lives and extensively widen their understanding of the diversity of life and culture in Britain and overseas. Partnership with a multi-ethnic school, through the joint Our Space outdoor initiative in the Yorkshire dales, makes an invaluable contribution to community cohesion.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The number of children beginning school fluctuates markedly each year, but is always small. Most children make satisfactory progress in writing and good progress in all other areas of learning. They reach and often exceed the learning goals expected of them. Children settle quickly and soon become engaged fully in activities that develop knowledge and understanding. For example, one child, engrossed playing with a model Noah's ark and animals, was able to give a good clear account of the Bible story about the Flood.

The recently developed outdoor space complements the indoor facilities and provides an environment in which children feel safe and develop confidence. Teaching in the combined Reception Year and Key Stage 1 class strikes a good balance of well-arranged activities in all areas of learning, which stimulates children's imagination and enjoyment. Children learn in a carefully managed way that combines effective, directed teaching with activities that children choose for themselves.

Effectively organised and managed provision fosters good learning amongst children. Good, productive relationships with local nursery providers before children enter the class help establish a sound baseline for fostering continuity in learning. Through working successfully in partnership with other small schools nearby, well-designed, accurate and diligently carried out assessments record children's progress and enable a good match of activities to suit children's particular needs. Children's learning journals chart and illustrate their progress systematically in all areas of learning and provide a valued means to share information. Parents and carers value their association with the school highly and, in turn, feel well informed and assured about their children's welfare and progress.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

An above-average proportion of parents and carers returned questionnaires. All were happy with their children's experience and entirely supportive of many aspects of the school, in particular that their children make good progress as a result of good teaching. Of the very small number who wrote comments, all were very positive and appreciative of the support their children receive. A small number of parents and carers disagreed that the school helps them to support their children's learning, to have a healthy lifestyle and deal with unacceptable behaviour. The inspector followed up these concerns. He found the school forges a very strong partnership with parents and carers which fosters learning at home; that pupils look after their health and well-being in an outstanding way; and that behaviour is good in the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Skelton Newby Hall Church of England 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 16 completed questionnaires by the end of the on-site inspection. In total, there are 25 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	69	5	31	0	0	0	0
The school keeps my child safe	11	69	5	31	0	0	0	0
My school informs me about my child's progress	9	56	7	44	0	0	0	0
My child is making enough progress at this school	9	56	7	44	0	0	0	0
The teaching is good at this school	11	69	5	31	0	0	0	0
The school helps me to support my child's learning	8	50	6	38	2	13	0	0
The school helps my child to have a healthy lifestyle	11	69	4	25	1	6	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)	7	44	7	44	1	6	0	0
The school meets my child's particular needs	9	56	7	44	0	0	0	0
The school deals effectively with unacceptable behaviour	8	50	6	38	1	6	0	0
The school takes account of my suggestions and concerns	6	38	10	63	0	0	0	0
The school is led and managed effectively	11	69	5	31	0	0	0	0
Overall, I am happy with my child's experience at this school	12	75	4	25	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



31 March 2011

Dear Pupils

Inspection of Skelton Newby Hall Church of England Primary School, Ripon, HG4 5AJ

Thank you for your welcome and help when I came to inspect your school recently. I was impressed by your politeness and courtesy and delighted to see how much you enjoy all the activities arranged for you, especially those out of doors. You are well-behaved in lessons and around the school. I was pleased to see how much you contribute to help others, to school life and to the village. I was impressed to find that you help make the annual Gala a great success for many people to enjoy. I know all the staff are very proud of you.

Your school gives you a good education. All the adults in the school look after you very well and keep you very safe. Taken overall, all the pupils who left Year 6 last year made good progress. At the half-way point this year, the assessments in Year 6 are much higher. You are taught well and this is helping you to make the good progress I saw in English, mathematics and information communication technology. I hope you continue to do your best. When I looked at your books, I liked the way your teachers let you know how well you are doing and often let you know how to improve, although they don't always do this in the same way in English and mathematics. I have asked your teachers to make activities in all lessons interesting and to give you advice always to improve your work so that you all make better progress and reach high standards. I have also asked your teachers and the governing body to plan carefully to help you improve so that they can be very clear about how well you are doing.

You have many opportunities at Skelton Newby Hall School to learn about life and these help you to prepare for the future. I hope that you all do really well.

Yours sincerely,

Graeme Clarke
Lead Inspector

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