

Lockington Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	118001
Local Authority	East Riding of Yorkshire
Inspection number	363879
Inspection dates	23–24 May 2011
Reporting inspector	Andrew Swallow

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	34
Appropriate authority	The governing body
Chair	Mrs Eleanor Girling
Headteacher	Mrs Susan Coyle
Date of previous school inspection	30 January 2008
School address	Front Street Lockington Driffield YO25 9SH
Telephone number	01430 810240
Fax number	01430 810240
Email address	lockington.primary@eastriding.gov.uk

Age group	4–11
Inspection dates	23–24 May 2011
Inspection number	363879

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one additional inspector. The inspector visited ten lessons and observed three teachers. The inspector held meetings with members of the governing body, staff and pupils. He observed the school's work and looked at the school's improvement plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. The inspector examined questionnaires from ten parents and carers, as well as those from pupils and staff.

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

- The effectiveness with which the needs of all pupils are met in wide-ranging mixed-age classes.
- The rates of progress made by all pupils across Years 1&6, given varying starting points and very small numbers.
- The effectiveness of the Early Years Foundation Stage, given that this is the first year that the school has had a full cohort of these children.
- The impact of leadership and management, at all tiers, including governance, given that among the school's priorities are the development of subject leaders' monitoring roles and governors' evaluation skills.

Information about the school

All the pupils at this very small rural school are of White British heritage. The proportion of pupils known to be eligible for free school meals is very small. A similar proportion of pupils as seen nationally have special educational needs and/or disabilities, although none currently has a statement of special educational needs.

Since the last inspection, the number of pupils has fallen, with the consequence that pupils are now taught in two mixed-age classes; Early Years Foundation Stage to Year 2 and Year 3 to Year 6. In addition, there have been significant changes in staffing, with new teachers for both classes during the present academic year.

Among the school's awards are the Activemark, Healthy Schools and Eco-Schools awards.

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

Lockington Primary is a satisfactory school. It is an inclusive school where pupils behave and attend well and develop strong relationships due to the good care and guidance shown by all adults. All staff know individual children and their families very well and pupils, parents and carers say that it is a safe environment in which to learn. Parents and carers are highly supportive and confirm how much they feel welcomed in school. They say typically that, 'everyone in the school works together to create a warm, happy, fun and nurturing environment.'

The good curriculum provides wide-ranging activities that the vast majority of pupils take full advantage of. They particularly benefit from the many sporting opportunities which make a positive contribution to their good understanding of the importance of living healthily, and from world-wide musical, song and dance experiences. Through the well-planned assemblies and many visits and visitors, pupils develop a strong spiritual, moral, social and cultural awareness.

The headteacher has managed the significant and recent changes in staffing well. Teaching and learning are satisfactory, with elements of developing good practice. Teachers create stimulating places in which pupils learn, increasingly using new technologies and exciting resources. However, activities and experiences do not always sufficiently match the broad range of pupils' needs, especially in providing time for pupils in different age groups to share ideas and think for themselves.

Pupils enter the Early Years Foundation Stage with skills that vary from year to year but which are generally similar to those seen nationally. They get off to a good start, gaining significant confidence in their personal, social and communication skills and reaching securely the goals expected for their age and some going beyond. Across the rest of the school pupils make satisfactory progress in English, and some achieve well. In mathematics, rates of progress are not so even, with calculation skills not sufficiently well developed for all pupils. As a result, overall progress is satisfactory. By the time they leave, the vast majority of pupils reach average standards in both subjects.

The headteacher ensures appropriate procedures are in place to evaluate the school's performance. Self-evaluation is largely accurate, although subject leaders could contribute more. Systems to check the rates of progress made by all pupils are not sufficiently robust. Governors are highly visible in the school community, and understand the general strengths and areas for future development. Nevertheless, as many are new to post, not all are equally confident in challenging the school to improve its outcomes. The school is aware of the need for further training. Leaders and managers have high ambitions for all pupils, and have put in place clear plans and targets to raise attainment further. All these characteristics highlight the school's satisfactory capacity for sustained improvement.

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

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?

- Raise attainment and accelerate rates of progress, especially in mathematics, throughout the school by:
 - ensuring all teachers are consistent in providing opportunities for pupils to work things out for themselves
 - taking more advantage of everyday experiences for pupils to use mathematics in 'real life' scenarios, across subjects and constantly reinforcing oral calculation skills.
- Ensure all teaching results in good learning by:
 - confirming that planned activities sufficiently challenge all pupils
 - providing constant feedback to all pupils about how well they are doing and the next steps in their learning
 - involving pupils sooner in working with each other to deepen understanding.
- Strengthen arrangements to evaluate the school's performance by:
 - developing the roles of subject leaders
 - providing training for governors to ensure that all are equally confident in challenging the school to improve its outcomes
 - refining procedures to measure pupils' progress more rigorously across Years 1&6.

Outcomes for individuals and groups of pupils

3

Pupils achieve satisfactorily and enjoy their learning. When provided with the opportunities, they collaborate effectively to develop each other's thinking. For example, pupils in Years 3&6 were enthused by a picture of an extraordinary 'shirt' machine, imagining the functions of the various mechanisms and moving parts, and developing ideas with their peers. In Years 1&2, pupils listened thoughtfully to each other's descriptive words and used them to picture their fantasy lands inspired by their understanding of the story of 'Jack and the Beanstalk'. Pupils of all abilities engage equally well in such tasks. Their positive responses help to narrow the attainment gap between different groups.

Standards across the school in reading are above average. They are generally average in writing. They are more variable in mathematics, but average overall. However, standards fluctuate from one year group to another. This is because year groups are very small, approximately one in five pupils have significant additional needs and the performance of one pupil can have a disproportionate impact on overall outcomes. In English, the quality of writing is enhanced through 'hands on' activities, and interesting resources that stimulate learners to talk to each other, extend each other's thinking, and widen the range of language used. As a consequence, the vast majority achieve satisfactorily. In mathematics, although most pupils achieve satisfactorily overall, some pupils' progress is too uneven, largely because opportunities are not as consistent as they might be for them

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

to apply mathematical skills to real-life problems, to solve problems by themselves, and to practise regularly their oral calculation skills. Pupils who have special educational needs and/or disabilities make similar progress to their peers. This is because they are equally involved in general learning experiences, and benefit from support from other adults in one-to-one and small group arrangements.

Pupils develop good individual skills and qualities. They attend well, show a good understanding of how to eat healthily, and demonstrate a desire to stay fit. They behave well and say they feel safe in school, knowing who to turn to with problems. Pupils develop good spiritual, moral and social qualities through their work on the school council, regular fund-raising, assuming responsibilities as 'buddies,' and their contributions to village life through planting bulbs, and taking part in community events. They acquire satisfactory skills to equip them for their future lives, although there is scope for enhancing their awareness of the world of work and enterprise qualities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
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?

The overall quality of teaching is satisfactory. There is some good practice. Teachers create a supportive environment that ensures all pupils feel involved and cared for. Where learning is at its most effective, stimulating opportunities for pupils to talk and work together develop good understanding. A range of questioning techniques encourages pupils to think for themselves. However, in some lessons, teachers talk for too long,

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

provide too much information and do not challenge pupils soon enough to work things out for themselves. Consequently, pupils' attention wanders and the pace of learning slows. The information gathered about individual pupils is used well by some, but not all, teachers to match activities to the wide range of pupils' needs, and share what they need to do next in their learning. Not all teachers assess, with sufficient rigour, the progress made by all pupils in lessons. As a consequence, not all pupils understand how well they are doing, and whether they could be achieving better. Adults, other than teachers, make very effective contributions to supporting pupils' learning.

The curriculum is good. A range of visits and visitors into school extend what is on offer. For example, all pupils learn French, and those in Years 3–6 benefit from exciting opportunities to use musical instruments from across the world. Good links with local secondary and primary schools provide access to specialist facilities and different sporting competitions. The varied extra-curricular activities include bell ringing, tag rugby, gardening, and multi sports. The curriculum to promote pupils' social and emotional development is particularly strong. Links across all topics for pupils to practise their literacy, mathematical, and information and communication technology skills are beginning to make a difference.

Pupils receive good pastoral care and support. Staff ensure high levels of welfare, especially for the most vulnerable. Good partnerships between the school and different specialist agencies have a positive impact on all pupils, especially those with special educational needs and/or disabilities. Effective links with families and secondary schools mean that induction and transition processes result in pupils moving smoothly through the different phases of their education. Adults have high expectations of pupils, resulting in good behaviour and harmonious relationships.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher promotes high aspirations for all learners and ensures efficient day-to-day management of the school. Staff work effectively as a team and morale is good. Self-evaluation is largely accurate and there are appropriate procedures in place to keep the school's work in check. Nonetheless, arrangements to check the progress of all pupils, both during and across years, are not as systematic as they might be, or rigorously evaluated. The school recognises that there is scope to strengthen the contributions that subject leaders make to judging more critically the quality of all learning experiences, and the particular impact they have on individual pupil's progress and achievements.

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

Nonetheless, all adults promote equality of opportunity and tackle discrimination satisfactorily.

Procedures to safeguard pupils are satisfactory. They include appropriate arrangements for recruiting staff, and for assessing and eliminating risks. The school works well with many key agencies involved in the care and welfare of pupils. Governors and staff receive regular training on child protection issues. The school integrates issues about safety into the curriculum well, so that pupils develop a good understanding of how to keep themselves safe. Nonetheless, senior leaders recognise that formal evaluation of the impact of these arrangements is not as systematic as it might be. Good links with local schools and outside agencies enhance the quality of learning experiences for all pupils. Links with parents and carers are also good. They are kept well informed about pupils' progress and well-being through regular meetings, questionnaires and newsletters.

The governing body carries out its statutory duties satisfactorily and meets the school's needs. Governors are supportive of the headteacher and staff. Nevertheless,

because many are new to post, their role in challenging the school to ensure that all pupils make the expected rates of progress, is less well developed. The strong sense of unity within the school is extended by charity fund-raising and concerts for local community residents. However, at present, there are limited opportunities to draw on the rich and divergent backgrounds of people in different parts of the country, and across the world but the school has firm plans to address this. As a result, the school promotes only satisfactorily an understanding of the importance of community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. The very few children in this age group each year means that starting points vary enormously. The vast majority enter school with skills in line with those expected for their age, although some arrive with low personal, social and communication skills. Nevertheless, most integrate well and benefit from learning alongside older pupils so that they quickly learn to listen attentively and concentrate on their work.

From the outset, adults provide strong support for children's welfare, learning and development. Relationships between pre-school settings, families and Early Years Foundation Stage practitioners are especially effective. Recently refined arrangements ensure that there is now a good flow of information and regular communication about individual children's needs and developments. Focused professional development is now resulting in teaching that is imaginative and activities that are increasingly planned to respond to all of the key areas of learning. There is a good balance of teacher-directed and child-initiated experiences. Resources are stimulating and invite children to investigate, and develop their ideas and understanding through constant talk.

Outdoor arrangements have particularly improved since the last inspection and now closely mirror indoor facilities. Many children are enthralled by the exciting contexts for learning, such as the garden centre, potting plants enthusiastically and taking orders for seeds and compost. They are very well behaved and respond positively to clear expectations and appropriate levels of praise and encouragement. Consequently, the vast majority gain significant social and emotional confidence, reaching securely the overall goals expected for their age, and many going beyond. This is primarily due to good observations and detailed planning by adults that meet children's needs increasingly well. Good leadership of the Early Years Foundation Stage is driving forward improvements in a measured way. It ensures that adults work well as a team, with a common sense of purpose, so that all children have the opportunity to achieve as well as they can.

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

All responses to the inspection questionnaire were highly supportive of the school. The inspector shares the many positive views expressed by parents and carers, in particular about the good quality of care, guidance and support that all children receive, and the welcoming and harmonious environment. However, the inspector found the quality of

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

teaching to be satisfactory, rather than good, largely because pupils are generally making satisfactory progress, particularly in mathematics.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lockington 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 10 completed questionnaires by the end of the on-site inspection. In total, there are 34 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	100	0	0	0	0	0	0
The school keeps my child safe	8	80	2	20	0	0	0	0
My school informs me about my child's progress	6	60	4	40	0	0	0	0
My child is making enough progress at this school	9	90	1	10	0	0	0	0
The teaching is good at this school	9	90	1	10	0	0	0	0
The school helps me to support my child's learning	7	70	3	30	0	0	0	0
The school helps my child to have a healthy lifestyle	10	100	0	0	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)	7	70	3	30	0	0	0	0
The school meets my child's particular needs	9	90	1	10	0	0	0	0
The school deals effectively with unacceptable behaviour	7	70	3	30	0	0	0	0
The school takes account of my suggestions and concerns	9	90	1	10	0	0	0	0
The school is led and managed effectively	8	80	2	20	0	0	0	0
Overall, I am happy with my child's experience at this school	9	90	1	10	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



26 May 2011

Dear Pupils

Inspection of Lockington Church of England Voluntary Controlled Primary School, Driffield, YO25 9SH

Thank you for your very warm welcome when I visited your school. I really appreciated your help and enjoyed chatting with you and listening to your views. This letter is to let you know what I found out.

Lockington Primary is a satisfactory school. You get off to a good start in the Early Years Foundation Stage where you learn well. Although you make appropriate progress across Years 1&6, with many of you reaching average standards, some of you could do even better, especially in mathematics. I agree with many of you, and your parents and carers who told us how kind the adults are and how much you enjoy school. You behave well and get on really well together. Many of you set a good example by keeping active and looking after each other at break and lunchtimes. I was really impressed by the daily 'activate!' sessions, and by your caring work with the Royal Society for the Prevention of Cruelty to Animals. The work of the school council is effective, and you clearly enjoy the many opportunities to make music and play sport. All the adults take good care of you. These things happen because your headteacher and governors work hard to improve what is happening in school. One reason for my visit was to see what your school could do better. I have asked your headteacher, governors and teachers to work on some things. I would like them to:

- ensure that you make better progress and reach even higher standards, especially in mathematics
- make sure that all teaching is good by providing challenging activities and regular feedback to you so that you know whether you are doing well enough
- strengthen the contributions of all teachers and governors in checking the quality of the school's work and in making sure that everyone is learning as well as they can.

You can all help by continuing to give of your best and to support each other.

Yours sincerely

Andrew Swallow

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.