

# Pickhill Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121510
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359027
<b>Inspection dates</b>	20-21 June 2011
<b>Reporting inspector</b>	Declan McCauley

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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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>	35
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sue Wadsworth
<b>Headteacher</b>	Mrs Christine Gabbott
<b>Date of previous school inspection</b>	10 January 2008
<b>School address</b>	The Green Pickhill Thirsk YO7 4JL
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<b>Email address</b>	<a href="mailto:headteacher@pickhill.n-yorks.sch.uk">headteacher@pickhill.n-yorks.sch.uk</a>

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<b>Age group</b>	4-11
<b>Inspection date(s)</b>	20-21 June 2011
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## Introduction

This pilot inspection was carried out by one additional inspector. The inspector observed all three teachers and visited seven lessons over a period of three and a half hours. Discussions were held with school staff, groups of pupils, a representative of the local authority, five members of the governing body and parents and carers. The inspector observed the school's work and looked at a wide range of documentation provided by the school including safeguarding documents, the school's self evaluation and development plans, local authority evaluations, records of pupils' attainment and progress and pupils' work. The responses from 25 parents and carers, 22 pupils and seven staff were also analysed.

## Information about the school

This is a rural village school which is much smaller than the average-sized primary school. The vast majority of pupils are White British. A very small number of pupils speak English as an additional language. The proportion of pupils with special educational needs and those with disabilities is well below the national average. The proportion of pupils known to be eligible for free school meals is also well below the national average. There have been a number of changes to staffing since the previous inspection.

Pupils are taught in two mixed-age classes. One class contains children in their Reception Year and pupils in Years 1 and 2. The other class, which is taught by the headteacher and a part-time teacher, comprises pupils from Years 3, 4, 5 and 6.

The school has gained a number of awards recently including Healthy School status and the Financial Management Standard.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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

## Inspection judgements

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement</b>	<b>4</b>
<b>Teaching</b>	<b>4</b>
<b>Leadership and management</b>	<b>4</b>
<b>Behaviour and safety</b>	<b>3</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	No

## Key findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Achievement is inadequate overall because pupils make too little progress due to inadequate teaching. Teachers do not have sufficiently high expectations of pupils' potential capabilities. As a result, pupils' learning and their rate of progress overall are inadequate. Achievement for children in the Early Years Foundation Stage and for pupils in Key Stage 1 is particularly weak. Although progress has improved recently for pupils in Key Stage 2 this is still not enough to make up for weaknesses in their prior learning to enable them to make sufficient progress during their time in school.

Members of the governing body in partnership with the headteacher have correctly identified that inadequate teaching is not enabling pupils to make the progress of which they are capable. Their vision in seeking to ensure the best-quality education for pupils is not reflected in practice. Support has been provided by the school's leaders to bring about improvement. However, this support has been ineffective in securing the necessary improvements in the quality of teaching to ensure it is satisfactory or better for all pupils. Consequently, there are inconsistencies in the provision for different year groups.

This is an orderly school where pupils are polite and well-mannered. Their behaviour is satisfactory and they treat their teachers and fellow pupils with respect. During break times they play and interact well with each other.

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

- Improve teaching to achieve rapid improvements in pupils' achievement throughout the school, especially in the Early Years Foundation Stage and Key Stage 1 and in reading and writing by:
  - increasing the accountability of teachers for the progress made by pupils in their class
  - providing increased challenge for more-able pupils
  - making sure that all teachers act fully upon the direction given by the school's leadership
  - ensuring that all lessons are well-matched to the needs of all pupils
  - making sure that all teachers assess pupils' work routinely during lessons
  - making sure that all teachers have high expectations for how well pupils can achieve
  - developing teachers' ability to manage low-level disruption in lessons.
  
- Ensure the effectiveness of leadership and management, including governance, on securing improved school performance by:
  - rapidly improving teaching so that it is consistently good or better
  - ensuring that self evaluation is rigorous and outcomes are acted upon decisively and rapidly
  - ensuring that that English and mathematics are managed effectively.

## Main report

Children join the school with skills and knowledge that are generally in line with those expected for their age although these vary from year-to-year. The school has been above the government's minimum targets for academic performance in each of the last three years. However, throughout their time in the Early Years Foundation Stage and Key Stage 1 class, children underachieve and make inadequate progress because too much teaching is uninspiring, does not expect enough of pupils and fails to stimulate their enthusiasm for learning. For example, a group of Key Stage 1 pupils developing their reading skills with a teaching assistant were observed working at too slow a pace and spending too much time working on creating a grid in which to write letter sounds rather than learning and practising these at an appropriate pace. The school has been unsuccessful in narrowing the attainment gap between pupils attending Pickhill and schools nationally in reading and writing in Key Stage 1.

Analysis of data shows that attainment in reading at the end of Year 2 has declined during the past three years and is below the national average. When listening to pupils from Key Stage 1 reading they were not able to read fluently and struggled when trying to break down and sound out words. Some reading books are incorrectly matched to the needs of the pupils making them too difficult to read. Pupils from Years 3 and 4 also struggle with their reading and do not possess sufficient skills to break down and sound words out effectively. However, readers in Years 5 and 6 are

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more confident and speak excitedly about enjoying reading a variety of books because of the importance placed upon reading by their teacher. All pupils in Year 6 have made the expected progress from their starting points in reading and are attaining levels in line with the national average. At the end of Key Stage 2 the school has had more success this year in narrowing the gaps in reading, writing and mathematics. This is because these pupils have received additional support to boost their attainment and progress.

The average attainment of the current Year 6 pupils demonstrates they have made expected progress in English and mathematics. The headteacher has focused on ensuring, through targeted teaching and support that Year 6 pupils are able to progress satisfactorily. However, whilst this level of progress is much greater than the progress made by other groups of pupils in school it is not sufficient to ensure that pupils reach the levels of attainment of which they are capable. Although pupils in Year 5 are also making expected progress in lessons this has not enabled them to make up previous gaps in their learning and overcome past underachievement. In the same Key Stage 2 class the progress of pupils in Year 3 and Year 4 is inadequate, this is particularly apparent in mathematics and also in reading.

More-able pupils do not make the progress of which they are capable because teachers do not provide them with sufficient challenge. In lessons when these pupils complete their individual learning activities they are expected to engage in time-filling activities instead of being further challenged to extend their learning. Lesson planning is mostly inadequate because activities in lessons do not engage or motivate all pupils resulting in inadequate progress in their learning.

Pupils with special educational needs and/or disabilities gain much in their personal development from working in the small school environment. In line with other pupils however their achievement is also inadequate.

Pupils are very proud of their school. They seem surprised they should be asked about bullying in school and say it does not exist. Older pupils feel a sense of need to nurture and care for younger pupils. This is particularly apparent on the playground where pupils engage with each other socially in a thoughtful manner. For example, boys were observed enjoying playing football on the field without dispute; clearly they respected each other's opinions and views. The school has the necessary systems in place for recording and dealing with any behavioural issues although incidents are very rare. Rigorous safeguarding checks are made before staff are employed by the school. Governors have in place all necessary systems for ensuring pupils are kept safe. Pupils also speak of feeling safe in school. The responses to the parents' and carers' questionnaire and those from pupils overwhelmingly support this view.

Many opportunities are provided for pupils to develop their spiritual, moral, social, and cultural awareness. The small community in which they live instils into pupils the positive social and moral values which they clearly demonstrate. These are reinforced throughout school each day. Regular visitors to school support the enrichment of

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pupils' spiritual development well. Many opportunities are provided for pupils to meet and interact with people from other cultures such as the Gurkhas at the local army barracks.

Parents are very supportive of school and organise many activities for pupils to participate in. One such activity is the 'Magazine Club' which enables pupils to develop their literacy skills. Parents spoke highly of the school when the inspector met with them. They explained how well the transition arrangements with the local high school work. Some expressed the view that their children could be making more progress in their learning at the school. Others felt homework was used inconsistently by teachers to support or extend learning. The headteacher recognises that homework needs to be used by teachers more consistently.

The quality of teaching is inadequate. In most lessons it is uninspiring and too much is ineffective. Children and pupils are not challenged enough, expectations are too low and the pace of learning is too slow. Planning is insufficiently precise or refined to meet individual needs. Teachers are not aware of pupils who are off-task or causing some low-level disruption to lessons because they do not monitor or check pupils' progress frequently enough. Assessment is not used satisfactorily by teachers during lessons in order to engage and motivate pupils fully. Interactive whiteboards are used by teachers although not in an inspiring and motivational manner. The information and communication technology suite in which there has been recent investment was not used by any pupils or teachers during the inspection when it could have been. The overall result of this teaching is that pupils underachieve and make inadequate progress.

In the very small amount of good teaching observed, pupils enjoyed their learning and spoke keenly about learning, for example, why there were specific rules for handling the Qur'an in a respectful manner because of the significance of its place in the Islamic faith. During the lesson there was a tangible sense of awe and wonder amongst the pupils. The teacher used questioning very effectively to assess what pupils already knew and how rapidly they were learning. This effective teaching enabled pupils to make expected or better progress in their learning but it was very much the exception to most teaching observed during the inspection.

The improvement in attainment and pupils' progress in Year 6 this year has been brought about because the headteacher and governors recognised that without taking action these pupils would underachieve. However, in stark contrast to this there are still large gaps in the performance of pupils throughout school compared to pupils nationally and hence leaders and managers are not taking effective steps to promote equality of opportunity for all pupils. Currently, individual teachers are not sufficiently accountable for ensuring all pupils in their class make expected or better progress.

School self-evaluation lacks rigour and does not present an accurate picture of important areas such as the quality of teaching and learning and pupils' achievement. Much support has been provided to try to bring about improvement in

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the Early Years Foundation Stage and Key Stage 1 including the use of outside consultants, but it has failed to bring about the desired improvement. Similarly, the quality of mathematics teaching has been the area in which extensive support has been targeted recently but with limited success. The governing body has not acted decisively in ensuring that leaders are held accountable for the quality of teaching. The management of English and mathematics is underdeveloped and ineffective. The management of change and the driving of improvement are very slow. The school's capacity for further improvement is inadequate as, despite improvements to the progress made by Year 6 pupils, too many pupils in each year group are underachieving given their capabilities and starting points.



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

Ofsted invited all the registered parents and carers of pupils registered at Pickhill 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 12 statements about the school.

The inspector received 25 completed questionnaires by the end of the on-site inspection. In total, there are 35 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	17	68	7	28	0	0	0	0
Q2 My child feels safe at school	18	72	6	24	0	0	0	0
Q3 The school helps my child to achieve as well as they can	13	52	9	36	1	4	0	0
Q4 The school meets my child’s particular needs	11	44	11	44	1	4	0	0
Q5 The school ensures my child is well looked after	16	64	8	32	0	0	0	0
Q6 Teaching at this school is good	9	36	13	52	1	4	0	0
Q7 There is a good standard of behaviour at this school	13	52	12	48	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	10	40	10	40	1	4	0	0
Q9 The school deals with any cases of bullying well	9	36	10	40	1	4	0	0
Q10 The school helps me to support my child’s learning	12	48	10	40	1	4	0	0
Q11 The school responds to my concerns and keeps me well-informed	16	64	6	24	1	4	0	0
Q12 The school is well led and managed	19	76	4	16	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](http://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 up 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 achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</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.**



22 June 2011

Dear Pupils

### **Inspection of Pickhill Church of England Primary School, Pickhill, YO7 4JL**

Thank you for your very warm welcome when I inspected your school recently. I particularly enjoyed the discussions I had with many of you. I am very grateful to all of you who completed the pupils' questionnaires; they provided me with a lot of information about your view of the school.

I looked carefully at your school and found that it should be providing you with a much better education. I have judged therefore that your school requires 'special measures'. This means that the headteacher, governors and staff will receive extra support to help the school to improve. Inspectors will return to the school to check that things are getting better. I found that many of you are not learning as well as you could. Some of your work is too easy or too hard for you. I was very pleased to find that you are polite and your behaviour is satisfactory. You are proud to attend Pickhill School where you feel safe.

The school's governors and headteacher have been asked to do two things to help make it better for you.

- Improve teaching so that you can all learn more effectively.
- Improve the role played by the governors and school leaders in making sure that you all make better progress and attain more highly.

I saw many of you working hard. I hope that you will continue to do this so you can do well at school and in the future.

Yours sincerely,

Declan McCauley  
Lead inspector

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