

# Leven Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	117981
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	379509
<b>Inspection dates</b>	27–28 September 2011
<b>Reporting inspector</b>	Robert Jones

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>	161
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham McDonald
<b>Headteacher</b>	Andrew Dolman
<b>Date of previous school inspection</b>	06 May 2009
<b>School address</b>	South Street Leven Beverley HU17 5NX
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 10 lessons, taught by eight staff and held meetings with a member of the governing body, staff and pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 57 questionnaires from parents and carers, as well as a number of 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.

- How well pupils in Key Stage 2 develop writing skills.
- How well pupils are helped to understand cultures other than their own.
- How effectively information and communication technology (ICT) is used to enhance learning.
- The effectiveness of care and support systems in helping pupils whose circumstances make them potentially vulnerable to overcome any barriers to learning.

## Information about the school

This is a smaller-than-average size primary school. The proportion of pupils known to be eligible for free school meals is below the national average. The majority of pupils are of White British heritage and fewer pupils speak English as an additional language than found normally. More pupils than average have special educational needs and/or disabilities. The school holds various awards, including Healthy School status and the Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

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

**3**

## Main findings

This is a satisfactory school. It is improving steadily, which is evident in an engaging curriculum and the effective care, guidance and support afforded to pupils. Parents and carers agree making comments such as, 'The children are well looked after and my son loves school.' Pupils' enjoyment is reflected in their high attendance and good behaviour.

Throughout the Early Years Foundation Stage, and Year 1 and Year 2, pupils make good and sometimes outstanding progress in all subjects. Between Year 3 and Year 6, the rate of progress slows to satisfactory. This is because the quality of teaching and learning is not as strong as it is in the other key stages. In the earlier years, lessons are brisk and challenging but these strengths are less evident in Key Stage 2. This variation leads to a dip in progress and means that pupils' overall achievement is satisfactory, as is the quality of teaching and learning.

Attainment is broadly average. Boys as well as girls are keen readers. They develop a love of reading from an early age, which is successfully maintained through Key Stage 2. This results in attainment in reading being above average. While attainment in mathematics rose for high ability pupils in Year 6 in 2011, inspection evidence indicates that attainment in this subject is average and there is still more to be done to ensure that pupils in Key Stage 2 apply and practise those basic skills that are firmly embedded in Key Stage 1. Similarly, the school is working diligently to raise attainment in writing at Key Stage 2 so that it matches that of reading.

The quality of teaching and learning is monitored, although the actions taken as a result of this monitoring have yet to lead to significant improvements in the quality of teaching in Key Stage 2. This is because there is no well-established system to ensure that strengths in the quality of teaching are shared effectively among staff and that remaining weaknesses are tackled quickly and decisively.

Leaders and managers have been more successful in ensuring there is consistency of practice in Key Stage 1 and in the Early Years Foundation Stage. Self-evaluation is undertaken by all staff in Key Stage 1, with a strong impact on the quality of learning. In Key Stage 2, middle leaders are at the very early stages of evaluating provision, but at present, self-evaluation is largely led by the headteacher. Improvements are afoot in Key Stage 2. Data are now used to set targets and

teachers are being held more to account for pupils' progress. These factors illustrate well the school's satisfactory capacity to sustain its improvement.

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 in mathematics and in writing in Key Stage 2 by:
  - giving more opportunities for pupils to write extended texts which enhance their writing skills more effectively
  - enabling pupils to apply their mathematical skills right across the curriculum.
  
- Improve the quality of teaching, learning and assessment in Key Stage 2 so that it is consistently at least good by:
  - giving more opportunities for pupils to experience learning through discussion, exploration and group work, rather than through teacher-led activities
  - matching more closely to their abilities the work pupils are set rather than setting the same work for all pupils
  - challenging more pupils through good quality questioning so that pupils are able to give detailed, extended answers
  - improving the consistency of feedback to pupils so that they are given very clear points for improvement and are given opportunities to reflect on and discuss the advice given.
  
- Improve how leaders and managers monitor and evaluate the quality of teaching and learning by:
  - increasing the opportunities for staff to share the good practice that currently exists in the school
  - ensuring that the results of classroom monitoring prompt action that systematically drives up the quality of teaching, especially in Key Stage 2.

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

<b>3</b>
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Where learning is most effective, pupils learn through active participation and being fully involved in their learning. During the inspection, this style of learning was most evident in Key Stage 1. For example, pupils learned about positional language and prepositions by finding parts of a skeleton hidden around the room then describing and writing where they found them. Where learning was less successful, predominantly in Key Stage 2, it relied on sometimes over-long explanations by the teacher or repetitive tasks that did not stimulate pupils sufficiently. In the overwhelming majority of lessons observed by inspectors, pupils behaved well and were considerate towards each other and adults.

Pupils' achievement is satisfactory. They enjoy school due to the stimulating curriculum which is now capturing their interest. Children enter the school with skills and abilities that are broadly as expected for their age. Their progress is uneven as they go through the school, but by the time they reach the end of Year 6, their attainment is broadly average having made satisfactory progress overall. Similarly, pupils with special educational needs and/or disabilities make satisfactory progress. Attainment is higher in reading than it is in writing and mathematics. Throughout the school pupils show a love of literature. They spoke to inspectors enthusiastically about their 'top 5' books which they had reviewed for a display in the local public library. In Key Stage 1, pupils make good progress in learning the essential fundamentals of writing. However, progress slows from Year 3, due to insufficient opportunities to write extended texts which build up pupils' writing skills. In mathematics, pupils have secure basic skills, but in Key Stage 2 there are not enough opportunities for them to apply these skills across the curriculum so that they can become second nature. As a result, some pupils forget these new skills or make errors.

Pupils have a good understanding of how to lead a healthy lifestyle, which is reflected in a high take-up of sports activities and pupil-initiated events, such as the 'Jump Rope' day for the British Heart Foundation. Pupils feel very safe from the threat of bullying and are particularly aware of bullying associated with the internet. The good curriculum places strong emphasis on helping pupils understand and engage with cultures other than their own. This wider knowledge of the world, combined with good behaviour and a strong sense of moral purpose, results in pupils' spiritual, moral, social and cultural development being good. Pupils' well developed skills in information and communication technology (ICT), above average attainment in reading, sound basic skills in writing and mathematics, and good social skills alongside their high attendance, all mean they are well equipped for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

<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

The quality of teaching and learning is satisfactory overall, but is most effective in Key Stage 1, where teachers readily share their expertise and learn from each other on an almost daily basis. Data on pupils' progress is used to carefully plan work to match their abilities. Feedback to pupils takes place regularly and is of high quality, which results in pupils knowing precisely what they need to do to improve their work. These very positive aspects of teaching and assessment are not so apparent in Key Stage 2. Although teachers manage pupils well so that lessons run smoothly, the pace is not always fast enough. Teachers' explanations are occasionally too long leaving insufficient time for pupils to learn through discussion, exploration and group work. Work is sometimes not matched sufficiently to pupils' needs, which results in a 'one size fits all' approach with not enough opportunity to extend basic skills especially in mathematics and writing. Although teachers encourage pupils' participation by using questions, these often lack challenge and teachers only ask the motivated pupils who have their hands up or ask questions that only require very brief answers. There are examples of high quality marking and feedback to pupils in Key Stage 2, although this is variable between classes. Where it works best, pupils are given precise details of how to improve and teachers build in time for pupils to review and reflect on the advice given. Teachers provide guidance as pupils work but this is not always specific enough and pupils do not have enough time to reflect and adjust their work.

The curriculum is good overall. It is exemplary in Key Stage 1, with a seamless progression from the Reception class through to Year 1 and Year 2. Staff work exceptionally well as a team, planning experiences that bring learning to life for pupils and provide them with a love of learning. Provision for ICT across the school is strong, equipping pupils with essential skills which they can apply across the curriculum. Music, drama and sports have a high profile. These activities are instrumental in fostering good relationships between pupils and a strong awareness of culture and social awareness. Literacy, particularly reading, is promoted well across the curriculum. The school is aware that there is scope for pupils to apply their mathematical skills more effectively across the curriculum. A wide range of visits and visitors to the school effectively enhance pupils' experiences.

Care, guidance and support are good. Teaching assistants provide good quality support, particularly for those pupils who need it the most. Care for pupils whose circumstances make them potentially vulnerable is strong and alongside the good curriculum ensures that any barriers to learning are minimised. The school works very effectively with a range of outside agencies in the support and care of these pupils. Pupils' high attendance is a direct result of the school's robust procedures and links with families.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<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>2</b>

## How effective are leadership and management?

Leaders and managers have embedded ambition and driven improvements highly effectively in the Early Years Foundation Stage and in Key Stage 1, and changes are starting to impact positively on Key Stage 2. Improvement can be seen in the use of data to set challenging targets and the introduction of meetings to hold staff to account for the progress pupils make. Monitoring and evaluating teaching and learning is effective in the early part of the school but less so in Key Stage 2 where leaders are at an early stage of sharing good practice and embedding change. As a result, consistently good quality teaching is not yet fully assured.

Safeguarding arrangements are good. The site is safe and secure, pupils feel very safe and record keeping, particularly for pupils who need the most care, is strong. Members of the governing body have complementary skills and provide satisfactory support. Improved information given to them by senior leaders is enabling the governing body to hold the school more to account on matters relating to pupils' achievement. Equal opportunities are promoted to a satisfactory level. The school tackles discrimination wherever and whenever it occurs. Improvements in how pupils' achievement is tracked and teachers' use of data are helping the school to analyse the performance of different groups of pupils and give attention where it is most needed. The school places high importance on the promotion of community cohesion. Careful planning enables pupils to develop a genuine sense of harmony, as well as a feeling of belonging to a community. The school works well with parents and carers, and with the local community which uses the new school hall as a cinema. Good links with another school in Cameroon extend pupils' horizons and understanding of life in a different environment.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make rapid gains in their learning in the Reception class. They quickly learn the routines and good behaviour which are essential to effective learning. Good opportunities enable Year 1 and Reception children to play and learn alongside each other. This benefits all children since they are able to learn good habits from their older peers. A strong emphasis on developing children's communication, language



and literacy skills has resulted in children making overall good progress. The indoor area provides a highly stimulating learning environment for children. The outdoor area is less stimulating due to some old equipment, but is nevertheless used to best effect. Children buzzed with excitement learning the symbol and sound for the letter S by writing the letter on the ground with paintbrushes and chalks. They develop good mathematical skills, for example by collecting leaves outside and counting them. Very strong arrangements are in place for inducting children into the Reception class and these result in them settling quickly into their new surroundings. Detailed assessments of children’s progress are made by all staff and planning is meticulous. Effective leadership ensures the children are cared for in a safe environment. Recent improvements to the involvement of parents and carers in their children’s education are showing early signs of success. Overall, teachers equip children well with the skills, personal qualities and behaviour they need to be successful in Key Stage 1.

*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 in the Early Years Foundation Stage	2

## Views of parents and carers

Many of the positive comments made by parents and carers were in relation to how the curriculum, including extra-curricular activities, helps their children to enjoy school. A minority of parents and carers had concerns about the progress their children make, how they are informed about their children’s progress, the quality of teaching, behaviour and how the school is led and managed.

The inspection team thoroughly investigated these issues. They found that while pupils make satisfactory progress overall, the rate of progress slows in Key Stage 2. Correspondingly, the quality of teaching varies but is satisfactory overall. Inspectors found that the school works effectively with parents and carers overall, but the school is aware that communications are sometimes less successful in classes that are taught by more than one teacher. The school is working to resolve this issue. Inspectors found that behaviour overall is good. Inspectors found that leaders and managers have been highly effective in developing provision and outcomes for pupils in the Early Years Foundation Stage and Key Stage 1. However, they found developments in Key Stage 2 have been slower. Leaders are aware of this issue and have clear plans in place to develop teaching and outcomes in Key Stage 2.

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

Ofsted invited all the registered parents and carers of pupils registered at Leven 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 161 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	56	20	35	2	4	1	2
The school keeps my child safe	38	67	19	33	0	0	0	0
The school informs me about my child's progress	13	23	38	67	6	11	0	0
My child is making enough progress at this school	16	28	27	47	10	18	0	0
The teaching is good at this school	17	30	30	53	6	11	1	2
The school helps me to support my child's learning	22	39	27	47	6	11	1	2
The school helps my child to have a healthy lifestyle	28	49	27	47	2	4	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)	18	32	30	53	4	7	0	0
The school meets my child's particular needs	16	28	31	54	8	14	1	2
The school deals effectively with unacceptable behaviour	16	28	23	40	5	9	4	7
The school takes account of my suggestions and concerns	10	18	25	44	10	18	3	5
The school is led and managed effectively	8	14	38	67	5	9	3	5
Overall, I am happy with my child's experience at this school	25	44	25	44	6	11	1	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 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.**



29 September 2011

Dear Pupils

**Inspection of Leven Church of England Voluntary Controlled Primary School, Beverley, HU17 5NX**

Thank you for the welcome you gave the team when we came to inspect your school. I am pleased to tell you that you go to a satisfactory school that is improving.

You told us how much you enjoy school because of all the interesting things you do. Children in the Reception class make good progress, quickly learning all those very important habits, such as manners, good behaviour and sharing. Adults in the school take very good care of you, particularly those of you who need the most support. We found that those of you in Key Stage 1 make more progress than those of you in Key Stage 2, so I have asked your headteacher and staff to do a few things to improve the school.

- Help more of you in Key Stage 2 reach higher levels in writing and mathematics.
- Make sure that in Key Stage 2, you are more involved in your learning by taking part in discussions and group work, rather than spending time listening to long instructions. Also, that teachers give you good quality feedback on your work so you know exactly what to do to improve it and you have a chance to read the feedback and discuss it.
- Give more opportunities for teachers to learn from each other so that the quality of teaching improves.

You can help by looking carefully at the improved feedback you will be getting from your teachers and discussing it with each other. Also, by being the well-behaved young people you are today. I wish you the very best for the future.

Yours sincerely,

Robert Jones  
Lead inspector

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