

The Boyle and Petyt Primary School

Inspection report

Unique Reference Number	121621
Local authority	North Yorkshire
Inspection number	380286
Inspection dates	16–17 November 2011
Reporting inspector	David Shearsmith

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Colin Crabtree
Headteacher	Imogen Addy
Date of previous school inspection	20 March 2007
School address	Beamsley Bolton Abbey Skipton BD23 6HE
Telephone number	01756 710378
Fax number	01756 710378
Email address	admin@boyle-petyt.n-yorks.sch.uk

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 rates 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 purposes, as long as you give details of the source and date of publication and do not alter the information 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'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

This inspection was carried out by two additional inspectors. Ten lessons were observed; four teachers and a number of teaching assistants and other adults were seen. Meetings were held with pupils, members of the governing body and staff. The school's work was observed and documents examined including the school improvement plan, records of pupils' progress, safeguarding procedures, minutes of governing body meetings and teachers' lesson plans. The inspectors also analysed the 43 questionnaires returned by parents and carers, plus those 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.

- Reasons for the apparent decline in standards at Key Stage 1 and what the school is doing to ensure they are improving.
- How well subject leaders contribute to the school's improvement and self-evaluation.
- How well the school ensures that all pupils' needs are met so that they make the best progress possible.
- The extent to which the range of provision in the Early Years Foundation Stage ensures sufficient challenge.
- The effectiveness of teaching in ensuring pupils are challenged to accelerate their learning.

Information about the school

The Boyle and Petyt Primary school is much smaller than the average-sized primary school. Pupils are taught in mixed-age classes. The school serves a rural community with pupils coming from a wide area. Almost all pupils are from White British backgrounds. A below-average number of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is broadly average. There are no pupils with a statement of special educational needs. The school has achieved Healthy School status, Artsmark Gold, Investors in People and the Eco-Schools Silver 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

Boyle and Petyt Primary School provides a good education for its pupils. Outcomes for pupils are outstanding. Leaders and managers, well supported by the governing body, have made significant progress in driving improvements and addressing issues from the previous inspection. Accurate self-evaluation and rigorous monitoring of pupils' progress and provision have provided leaders with a clear view of the school's performance and the improvements needed. In particular, the progress of children in Reception has improved due to the investment in outdoor provision. Leaders and managers are aware of the need to improve writing in the school. Excellent partnerships with parents and carers, the local community and other providers have added considerable value to pupils' outcomes. The school values the excellent engagement of parents and carers in supporting the school. It demonstrates good capacity to sustain improvement.

Parents and carers appreciate the excellent care, guidance and support their children receive. Their view is typically seen in comments about the school's 'genuine care and interest in children', with 'children looking forward to school every day'. The school is very proactive in seeking support for pupils who are potentially the most vulnerable due to their circumstances. The school makes outstanding efforts to ensure that all pupils have equal opportunities for success. The school's procedures to safeguard pupils are excellent because of the rigorous approach used to ensure everyone in school is safe.

Pupils are responding well to good teaching and assessment. As a result, they achieve well and make good progress across the school from their average starting points. Pupils with special educational needs and/or disabilities make outstanding progress because of the very effective support they receive. Pupils who are at risk of underperforming are clearly identified and intervention is targeted to ensure they make the best progress possible. Headway in raising achievement in writing has been slower. Marking to support improvements in pupils' writing is still developing. There are insufficient opportunities for pupils to self- and peer-assess and they are not always given clear guidance on how to be successful.

Teaching and learning are good and sometimes outstanding, particularly at Key Stage 2, due to teachers' good subject knowledge and lessons that are well planned to meet pupils' needs. They are not, however, given time to make improvements to their writing after it has been marked. The school's stimulating curriculum provides good opportunities to be creative, with a wide range of exciting experiences.

However, not enough time is devoted to developing writing skills through work in other subjects, particularly at Key Stage 1.

Pupils are very keen to learn. They relate well to each other as they learn and play together and their behaviour is outstanding due to excellent relationships. They enjoy school a great deal and show excellent care and consideration for others. Pupils feel valued and have an excellent understanding of how to stay safe in a range of different scenarios. Pupils have a wide range of opportunities to participate in sporting activities and have an excellent understanding of how to keep healthy through well-structured learning to promote health and well-being. They are a real credit to the school in the way they take responsibility and contribute to the work of the school and the wider community through fundraising and community projects. Community cohesion is outstanding as the school has given it a high priority and pupils have a wide range of cultural links and experiences. Pupils' spiritual, moral, social and cultural development is outstanding due to the school's rigorous approach to pupils' personal development and the wide range of cultural experiences that the school gives them.

What does the school need to do to improve further?

- Accelerate progress and raise pupils' achievement further in writing by:
 - providing more opportunities for pupils to practise their writing skills in other subjects, especially at Key Stage 1
 - providing more opportunities for pupils to evaluate their own writing work and that of their peers
 - ensuring that marking gives clear guidance to pupils on how to improve their writing and that they are given time to make such improvements.

Outcomes for individuals and groups of pupils

1

Pupils say they thoroughly enjoy everything about school. They are very keen to learn and this is reflected in their above-average attendance and excellent behaviour. Pupils are proud of their work and confidently ask and answer questions in lessons. In an outstanding mathematics lesson Year 5 and 6 pupils responded enthusiastically to an investigation on perimeter and area. They rose to the challenge set by the teacher and showed excellent concentration and cooperation. All groups of learners make good progress from starting points that are typical for their age in Reception. Pupils' achievement is good. By Year 6 pupils' attainment is above average and sometimes well above average. It is above average in the current Year 6. In most other year groups attainment is beginning to show further signs of improvement. Pupils are performing particularly well in reading and mathematics. The school recognises that pupils need more opportunities to improve their writing, particularly at Key Stage 1. Pupils with special educational needs and/or disabilities make excellent progress due to the rigorous analysis of need and the support that follows.

Pupils are proud of their school. They say there is no bullying because 'we all get along together really well'. Pupils confidently describe the strategies they use to keep

themselves safe when using modern technology. They understand how to keep healthy and fit, choose a balanced lunch and improve their fitness in a wide range of sporting opportunities. Pupils' good levels of participation and responsibility are evident in many ways. Older pupils, for example, support younger children in the playground. The school council also contributes strongly to school improvements. Pupils have greatly enjoyed raising funds for charities in developing countries. They have good basic skills and participate in activities that promote enterprise; as a result, they are well prepared for their future lives. Pupils' spiritual, moral, social and cultural experiences are outstanding; they have wide-ranging cultural experiences and spiritual moments in lessons. Pupils' overall personal development is outstanding.

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	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	1

How effective is the provision?

Consistently good teaching is underpinned by excellent relationships. Lessons are managed well, with good opportunities for pupils to work independently. Teachers' good subject knowledge is effective in the use of probing questions. In a lesson on *Oliver Twist* pupils were highly engaged in questioning three of the characters from the book and, as a result, they made excellent progress. The use of skilled teaching assistants and other adults in the classroom is a strength of the school. Adults are well briefed before the lesson and they provide pupils with well-focused support. Assessment is generally used well to support learning, especially in planning work for pupils of different abilities. Marking has improved, but at times there is less emphasis on providing pupils with detailed feedback on what they should do to improve their writing. Separate personal targets are set for pupils in reading, writing and mathematics and these are generally used well.

The broad and very creative curriculum is planned and organised well for the mixed-age classes and different abilities. The structure of the curriculum around topics has a positive impact on pupils' academic and personal development. At times, writing

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

skills are not practised enough in some subjects. Excellent partnerships with other schools and different organisations contribute strongly to a good range of stimulating activities, visits, visitors and clubs. Sporting activities and musical performances are strengths of the school and are greatly enjoyed by all pupils, including those with special educational needs and/or disabilities.

In an exceptionally welcoming ethos, pupils receive outstanding care, guidance and support. Parents and carers appreciate how adults in the school place their children's well-being at the centre of their work. Any barriers to learning are quickly identified and actions are put in place, so that pupils can make the best of the opportunities they are given. There are excellent partnerships to provide additional support for pupils with specific needs as well as enriching experiences both in and out of school for all pupils. Pupils in Year 6 are well prepared for the transition to a large secondary school due to the excellent links that have been established.

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?

The headteacher provides inspirational leadership and a rigorous approach to ensuring pupils achieve well. Staff work well together and their leadership roles have been strengthened so that they are now at least good. They contribute to self-evaluation, tackle areas for improvement and monitor the quality of learning. This has ensured that the school has significantly improved since the last inspection, with a very positive impact on pupils' personal development and care. As a result, the school has demonstrated good capacity to improve. The school very strongly promotes equal opportunities for all pupils to make progress and there is no discrimination. Outstanding care and support and thorough systems for tracking progress help all pupils to make the best of their different skills and to achieve well.

The governing body plays an integral role in the school's drive for improvement. It ensures that safeguarding procedures exceed government requirements. Through high-quality health and safety arrangements the governing body ensures that all staff have an excellent understanding of safety management, with all procedures exceeding requirements. The governing body is increasingly involved in the school's self-evaluation through its links with subject leaders and by monitoring the school's work.

Parents and carers are heavily involved in the school. Their views about different aspects of school life are fully analysed and acted upon. The outstanding partnership between the school, the governing body and parents and carers is reflected in high levels of support for school activities. Excellent partnerships and commitment to other schools and organisations provide valuable experiences for pupils. They enable

community cohesion to be promoted exceptionally well through wide-ranging cultural experiences including national and international links.

These are the grades for the 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	1

Early Years Foundation Stage

Children quickly settle into daily routines because they are well prepared for joining the school. They follow the examples set by their older classmates in Years 1 and 2, who are positive role models. Children in Reception show good levels of independence in initiating their own learning and working harmoniously together. Provision is good. It has been significantly enriched by investment in the outdoor area which provides children with good opportunities for imaginative play, although sometimes activities are not sufficiently challenging. Resources indoors provide high-quality breadth and stimulation for children to learn well. These activities are balanced well with adult-led tasks. With generous staffing levels and excellent support to meet individual needs, children make good progress from starting points that are mainly typical for their age. The current intake entered the Early Years Foundation Stage with skills that were in line with those expected for their age and are making strong progress.

Good leadership and management, and outstanding relationships with adults, ensure that children's welfare and safety receive the highest priority. Regular planning meetings are used to continue to enhance learning. Children's progress is carefully recorded through good assessment, so work can be tailored to individual needs. Learning journals are used effectively to show children's individual progress.

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 in the Early Years Foundation Stage	2

Views of parents and carers

About two thirds of parents and carers returned the questionnaire. Almost all were extremely positive about all aspects of the school. Many commented on the strong teaching, the stimulating environment, the wealth of opportunities within the curriculum and, above all, the exceptionally caring support and guidance their children receive. Inspection evidence confirmed these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Boyle and Petyt 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 64 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	72	11	26	1	2	0	0
The school keeps my child safe	32	74	11	26	0	0	0	0
The school informs me about my child's progress	20	47	20	47	3	7	0	0
My child is making enough progress at this school	25	58	17	40	1	2	0	0
The teaching is good at this school	32	74	10	23	1	2	0	0
The school helps me to support my child's learning	30	70	11	26	2	5	0	0
The school helps my child to have a healthy lifestyle	31	72	12	28	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)	28	65	14	33	0	0	0	0
The school meets my child's particular needs	28	65	14	33	1	2	0	0
The school deals effectively with unacceptable behaviour	27	63	15	35	1	2	0	0
The school takes account of my suggestions and concerns	27	63	14	33	0	0	0	0
The school is led and managed effectively	31	72	12	28	0	0	0	0
Overall, I am happy with my child's experience at this school	32	74	9	21	1	2	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	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).

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.



18 November 2011

Dear Pupils

Inspection of The Boyle and Petyt Primary School, Skipton, BD23 6HE

Thank you all for the very friendly welcome you gave us when we inspected your school recently. A particular 'thanks' goes to the Year 6 pupils who took time to talk with me about the school. The questionnaires that older pupils completed were very positive. They told us how much you enjoy school and feel safe. I am writing to tell you that you go to a good school with many strengths and I am pleased that your parents and carers think so too. These are some of the things that the school does really well.

- Your headteacher and the governing body are leading the school well and making it successful.
- Adults provide you with excellent care, guidance and support.
- You all work very hard to make good progress. It was lovely to see the great effort older pupils put into their investigations with numbers.
- You all show a great deal of care for others and your behaviour is excellent.
- Adults in the school are teaching you well and providing a good curriculum for you to learn lots of new things.
- Even though there are different ages in the classes, you are given work that makes you think hard.

I have asked the school to make a few changes in the way that writing is taught, so that you can make even better progress. I have also asked teachers to improve the way they mark your work in writing so you know better how to improve and to give you more chances to check your own writing work. I know you will all continue to improve your writing by working hard and using the teacher's comments to help you improve even more in all your work.

Yours sincerely

David Shearsmith
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.