

Hovingham Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121500
Local authority	North Yorkshire
Inspection number	380254
Inspection dates	26–27 March 2012
Lead inspector	Barbara Hudson

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Mark Wilson
Headteacher	Maureen Skinner
Date of previous school inspection	10 December 2008
School address	Main Street Hovingham York YO62 4LF
Telephone number	01653 628358
Fax number	01653 628358
Email address	headteacher@hovingham.n-yorks.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 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 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



© Crown copyright 2012

Introduction

Inspection team

Barbara Hudson

Additional inspector

This inspection was carried out with two days' notice. The inspector visited 10 lessons or parts of lessons, including some where the links between sounds and letters were being taught. Two teachers and two teaching assistants were observed and approximately eight hours were spent in direct observation of teaching and learning. Meetings were held with groups of pupils, members of the governing body and school staff. The inspector observed the school's work in and out of the classroom and looked at documentation relating to pupils' achievement, safeguarding pupils, school improvement-planning and the governing body. There were no responses to the on-line questionnaire (Parent View) for the inspector to take account of when planning the inspection. Inspectors analysed parents' and carers' responses expressed in the 15 questionnaires returned and the responses in questionnaires completed by staff and pupils.

Information about the school

This is a much smaller than average-sized primary school. Nearly all pupils are of White British heritage and no pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is very low. The number of disabled pupils and those with special educational needs is well below average as is the number of pupils who have a statement for special educational needs. The school meets the government's current floor standards. The school holds numerous awards including Primary Science Quality Mark, Investors in People, Activemark and North Yorkshire Inclusion Quality Mark.

The school is a partner in a formal collaboration with another local small school, but retains its own governing body.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. Pupils, parents, carers and staff are very positive about all it has to offer. Pupils thrive in this caring, welcoming school where excellent relationships with each other and staff are the norm. It is not yet outstanding because teachers sometimes spend too much time recapping what pupils already know and attainment in reading is not as consistently high as it is in writing and mathematics.
- As a result of the small numbers of pupils in each year group and their very differing abilities, attainment fluctuates year on year. However, as a general rule, children enter Reception Year broadly at the level expected for their age and make good progress as they move through school. Pupils generally leave Year 6 with attainment that is average in reading, above average in writing and well above average in mathematics.
- The strength of the good teaching lies in the high expectations staff have for their pupils and their very effective questioning skills. Teachers provide pupils with challenging tasks to do, which they thoroughly enjoy. In some lessons teachers spend too long explaining and recapping what pupils know.
- Pupils' behaviour is outstanding because of their excellent spiritual, moral and social development resulting in superb attitudes to learning. All staff and pupils are vigilant about safety.
- The inspirational headteacher motivates staff and pupils to give of their best. The leadership of teaching and the management of performance are good and highly focused on individual staff needs. The highly effective curriculum is having a very positive impact on improving attainment and this has contributed to the good improvements in pupils' achievements since the last inspection. Although the school has a good system to evaluate pupils' progress in reading, writing and mathematics this is not yet extended to information and communication technology (ICT).

What does the school need to do to improve further?

- Increase the amount of outstanding teaching to further accelerate pupils' progress, especially in reading, by:
 - reducing the amount of time spent in some lessons recapping what pupils already know
 - providing more opportunities for pupils to read for pleasure, to apply their reading skills in lessons and use the school library more effectively.
- Improve the recording of pupils' attainment and progress in ICT to gain an informed view of progress over time.

Main Report

Achievement of pupils

The overall achievement of pupils, whatever their starting points, is good and this aligns with the positive views of parents and carers. Pupils learn effectively in lessons because they enjoy a challenge, especially extending their knowledge of new topics and completing the interesting tasks teachers provide for them. They are enthusiastic, have excellent attitudes to learning, cooperate extremely well and are motivated to do their best. Pupils apply themselves exceptionally well to the tasks that they are given to do. They make particularly good progress in developing their writing and mathematics skills during practical tasks. This was very evident in Class 2 when pupils were identifying patterns and relationships involving numbers.

In the Early Years Foundation Stage, pupils make good gains in all areas of learning because of the high-quality adult support and the very effective curriculum. They enthusiastically join in well-planned activities led by a member of staff. They also have appropriate opportunities to make decisions and choices to direct their own learning. By the end of the Reception Year, almost all children reach the levels expected for their age in all areas of learning and some exceed these.

Overall attainment at the end of Key Stage 2 is above average, although it varies between subjects. Attainment in mathematics is high because of the very effective teaching. Pupils write confidently with descriptive language and reach above average attainment in their writing. In reading, attainment at the end of Year 2 and Year 6 is average. All groups of pupils in Key Stages 1 and 2 make sustained good progress, particularly in mathematics and writing. Pupils' skills in ICT and learning in lessons are effective, although it is difficult to ascertain progress over time due to limited information. Progress over time in reading has been satisfactory but has accelerated since January 2012 because the school has improved the daily guided reading session for all pupils. However, pupils do not have sufficient opportunities to use the school library or to apply their reading skills in lessons or for pleasure. Disabled pupils and those who have special educational needs are effectively supported. The progress of all pupils is carefully tracked. A rigorous analysis of each pupil's needs ensures that if any interventions are necessary, they are appropriate and well-planned, enabling pupils to make good progress.

Quality of teaching

The good-quality teaching is recognised and greatly appreciated by parents and carers. Some parents and carers commented, 'we can't thank all the staff enough for their hard work in providing a great environment for our children to learn and progress'. Teachers in all phases of the school are ambitious for all pupils to achieve their best. This was very evident in the ambitious challenge that pupils in Key Stage 2 completed when they were filtering different soil types to find out which would be the best soil for a garden.

Across the school teachers plan lessons carefully based on a very good knowledge of each pupil's learning needs. Pupils say learning is fun and their work is 'either just right or a little bit hard, and very rarely too easy.' Teachers expect pupils to work together effectively and proactively help them to do this. This reflects the excellent guidance pupils receive in developing their spiritual, moral and social skills and results in excellent behaviour and an enthusiasm for learning. Staff are meticulous in assessing when pupils are making good progress or when a pupil needs additional support to overcome some barrier to progress. Careful monitoring and effective questioning of how well pupils are learning during lessons enable staff to vary the level of support or challenge very quickly, so that pupils feel proud of their efforts by the end of the lesson.

Although the majority of teaching observed during the inspection was good, there were some outstanding lessons in mathematics in both classes. In these lessons, teachers' explanations were brief and to the point and pupils were quickly engaged in challenging and often practical tasks. This illustrates why pupils' progress in mathematics is very good and their attainment is high. A shortcoming in the less successful lessons seen was too much time given to revising what pupils have learnt and explaining what they have to do. Teachers make effective use of the planned curriculum by providing many good opportunities for pupils to apply their writing, mathematical and ICT skills in other subjects. The teaching of reading observed during the inspection was good. However, opportunities for pupils to read for pleasure and to use their reading skills in lessons are not fully exploited.

Children in the Early Years Foundation Stage enjoy a wide range of good-quality learning experiences both indoors and outdoors. Activities are challenging both when working with an adult or independently, so their progress is good, such as when children were asked to sort a bag of socks into pairs and their sheer delight in completing the task was shared by all. The good organisation of teaching groups in Class 1 ensures that all children receive an effective curriculum based on what they need, and make good progress.

Behaviour and safety of pupils

Pupils respond very positively to teachers' high expectations so that they manage their own behaviour appropriately; this is a result of the effective teaching of cooperation skills. Pupils understand that their excellent behaviour and consideration of others is the foundation of this very happy and caring community. Their behaviour is courteous and thoughtful, showing a real awareness of the need to care for each other and respect each other's rights. Behaviour in lessons is exemplary; it supports good learning by creating a very positive, supportive environment in which all can thrive and do their best. Pupils, parents and carers confirm that this is the norm. The school's strong faith ethos contributes much to pupils' understanding of what it is to be a good citizen, with responsibilities to the community and natural environment. The pupils are rightly proud of their involvement in improving the

school and the facilities in the village, such as their recent presentation to the Parish Council for a skateboard park.

Pupils report that bullying in any form is exceedingly rare and that if it does occur they are confident that staff will deal with it quickly and effectively. Parents', carers' and pupils' questionnaires confirm that bullying is not a problem in this school. Pupils show an excellent understanding of how to keep safe and are aware of the rules that they must follow in and out of school. The result is that pupils feel very safe and secure at school, form excellent relationships with each other and their teachers, and thrive in an environment that nurtures and celebrates individual and group achievements. Attendance is well above average, reflecting pupils' enjoyment of learning.

Leadership and management

The headteacher, leaders and managers at all levels demonstrate the ambition, determination and expertise to continually improve the school. It is a school where staff rigorously evaluate what they are doing and make changes so as to make it even better for the pupils. A good example of this is the recent improvement in the organisation of the guided reading lessons, which is having a positive impact on pupils' progress and attainment. Roles and responsibilities are delegated and carried out by staff well. Although pupils achieve well in lessons in ICT, progress over time is more difficult to judge because the school does not have the same rigorous analysis of pupils' achievements in this subject as they do in reading, writing and mathematics. High levels of communication, teamwork, professional dialogue and sharing good practice from within and beyond the school, particularly with their partner school and other small schools, are the norm. Teaching has developed through careful identification of needs, targeted opportunities for professional development and a focus on teachers' accountability for the progress of the pupils in their class. This has produced good improvements since the previous inspection and the school has good capacity to improve.

The governing body holds the school to account well. Its members bring a wide range of expertise and experience to the service of the school and community. They ensure that school policies are implemented by all staff and that safeguarding requirements are met. Leaders and members of the governing body also promote equality of opportunity effectively. There is no evidence of unequal progress and this is a harmonious community. The leaders have radically revised and developed a broad and balanced curriculum. It is highly effective because it is so carefully crafted to the individual needs of pupils. Subjects are linked together in imaginative ways that make learning purposeful. As some pupils said 'everyone should learn like we do because our learning is all joined up and we find things out and are not just told them'. Pupils are well prepared for the future. Staff also have very high expectations for pupils' spiritual, moral and social development, as a result of which it is excellent. Pupils' cultural development is good and is developing as the school is pursuing links with another school abroad. Pupils respond to teachers' high expectations and are wonderful ambassadors for the school. Relationships with parents, carers, the community and other partners are very positive. Parents and carers are very positive about all the school does. They are very appreciative of the way their children are cared for and taught.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 March 2012

Dear Pupils

Inspection of Hovingham Church of England Voluntary Controlled Primary School, York YO62 4LF

Thank you very much for the friendly welcome you gave me when I visited your school recently. I enjoyed talking with you and watching you work. I am sure you will be delighted to know that you go to a good school. This means that the school has lots of good things, some are outstanding and some need improving.

Some of the good and outstanding things about your school are:

- the outstanding way in which you get on with each other and the staff
- your exemplary behaviour and attitudes to learning
- the good teaching that motivates you to learn and achieve well
- the good progress you make, particularly in mathematics and writing
- the determination of all the staff and the governing body to make your school even better.

Even in good schools there are still things that can be improved. I have asked your headteacher to work with staff to look at more ways to:

- ensure that teachers allow you to get on with your work quickly in good lessons, rather than revising what you already know
- provide more opportunities for you to use the library and to apply your reading skills in lessons including time to read for pleasure
- ensure that your attainment and progress in ICT is well documented.

You can help the school become even better by continuing to work as hard as you do now in your lessons. I would like to wish you every success in the future.

Yours sincerely,

Barbara Hudson
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.**