

Eppleby Forcett Church of England Primary School

Inspection report

Unique Reference Number	121490
Local authority	North Yorkshire
Inspection number	393718
Inspection dates	29–30 May 2012
Lead inspector	Christopher Keeler HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	34
Appropriate authority	The governing body
Chair	Judith Anderson
Acting Executive Headteacher	Michael White
Date of previous school inspection	24 June 2009
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Introduction

Inspection team

Christopher Keeler

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector undertook a learning walk from Reception to Year 6, observed an assembly, seven lessons and three teachers. In addition, pupils were heard to read. Discussions were held with staff, pupils, some members of the governing body and representatives from the local authority. The inspector looked at a range of documentation, including the school development plan and safeguarding documents. Questionnaires were scrutinised from staff, pupils and 16 submitted by parents and carers during the inspection.

Information about the school

This very small school serves a rural community. Children enter the Reception class in the autumn term and are taught in a class which includes Key Stage 1 pupils. Pupils in Years 3 to 6 are taught in a separate class. All pupils are from White British backgrounds. The proportions of pupils supported at school action plus or who have a statement of special educational needs are below average.

There have been significant changes in staffing since March 2012. Due to the absence of the substantive headteacher, an acting executive headteacher took up post at the beginning of the summer term 2012. An acting deputy headteacher was also appointed to the school at the same time. Membership of the governing body has also changed since the previous inspection. A new headteacher has been appointed and will commence in September 2012.

The school meets the government's current floor standards, which set out the minimum expectations of pupils' attainment and progress.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- The school's overall effectiveness is satisfactory. It is not good because the achievement of pupils is satisfactory overall; teaching is not consistently well matched to pupils' learning needs and the level of challenge, particularly for the more-able pupils, is not always good throughout the school. Schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit before the next inspection.
- Pupils' achievement, including that of disabled pupils and those with special educational needs, is satisfactory and although it is not yet good, there are signs that it is rising. This is because the senior leadership team, including the governing body, has a good understanding of the school's strengths and its weaknesses and is beginning to tackle them. Senior leaders are determined to move the school forward from being satisfactory to good. However, there has been insufficient time for the impact of recent initiatives, designed to raise achievement, to be fully realised.
- Pupils' attainment overall is broadly average. By the end of Year 6, attainment in English is just above the national average whereas in mathematics it is not. The proportion of pupils attaining the higher levels for their age at the end of Year 2 and Year 6 is below the national average. Pupils do not have sufficient planned opportunities to practise and apply their literacy and numeracy skills in other subjects.
- Teaching is satisfactory overall with some good teaching observed during the inspection in Key Stage 2. Relationships between adults and pupils are good, as is the level of care. The quality of assessment and the extent to which it is used to inform teachers' planning is not rigorous enough and this can restrict the progress that pupils make during lessons and over time. The progress made by pupils is not monitored closely and teachers are not sufficiently held to account for the progress pupils make. Overall, leadership provides satisfactory management of both teaching and performance.

- The behaviour and safety of pupils is satisfactory. Pupils are polite and considerate, and they get on well. Behaviour during lessons is generally good. Pupils work well together and respond positively to their teacher. Pupils' attitudes to learning are satisfactory rather than good because the extent to which pupils, particularly in Key Stage 2, take responsibility for their own learning is less evident.

What does the school need to do to improve further?

- Increase the achievement of all pupils in English and mathematics and ensure that more attain the higher levels for their age by the time they leave Key Stages 1 and 2 by:
 - raising teachers' expectations of what pupils are capable of achieving
 - ensuring that assessment is undertaken effectively to identify pupils' misconceptions during lessons and that assessment information is used to plan work that matches more accurately pupils' learning needs
 - ensuring that all pupils are set clear targets for improvement and that pupils' progress is carefully monitored
 - providing further planned opportunities for pupils to practise and apply literacy and numeracy skills in other subjects.
- Improve the contribution made by leaders and managers to raising the achievement of all groups of pupils by:
 - monitoring pupils' work more closely and holding teachers to account for the progress pupils make
 - developing the role of subject leadership so that it allows for a more active role in driving and embedding improvements.

Main Report

Achievement of pupils

Achievement is satisfactory. Most children enter the Early Years Foundation Stage with knowledge and skills that are in line with those expected for their age. They make satisfactory progress and this continues as they move through Key Stage 1, so that, by the end of Year 2, attainment in English and mathematics is broadly in line with the national average. Pupils enjoy their learning and make better progress when work is matched well to their abilities. For example, when Year 2 pupils were required to organise and present data using a graph, the teacher successfully built on pupils' prior learning and with careful explanations enhanced their mathematical understanding. As a result, they drew and interpreted correctly their own graphs. This activity successfully challenged pupils and took their learning forward. However, this is not always evident and, on occasions, activities lack purpose and do not take into account the learning needs of individuals. This was evident when pupils in Year 2 were unable to read and comprehend words on a worksheet as part of their work about Ancient Greece, even with support. Similarly, when pupils in Reception were asked to write a letter to Zeus telling him what they knew about Greek Gods they did

not have the appropriate support material at hand to enable them to successfully undertake the task.

By the end of Key Stage 2, attainment in English is just above the national average while in mathematics it is below. There were signs during the inspection that pupils are beginning to make better progress due to well planned and focused teaching. Pupils in Years 5 and 6 are developing a good understanding of fractions and percentages which is underpinned by a recent initiative that focuses on the quick recall of multiplication facts. The proportion of pupils attaining the higher levels for their age at the end of Key Stage 1 and 2 is too low.

Attainment in reading is satisfactory by the end of Key Stages 1 and 2. There is a systematic approach to the teaching of reading with pupils being taught phonics (letters and sounds) on a regular basis. From an early stage, pupils are aware of the need to 'sound out' words but some struggle when more than one syllable is involved. Good support is given to pupils, often on a one-to-one basis, and, along with the support of parents and carers who listen to their children read at home, is making a significant contribution to pupils' enjoyment of reading. Pupils in Year 6 read with a good level of fluency and demonstrate a good understanding of the text.

Pupils with disabilities and those with special educational needs make satisfactory progress in relation to their starting points as a result of targeted support from teaching assistants.

Quality of teaching

Teaching is satisfactory. The majority of teaching observed during the inspection was satisfactory, although some was good. There is a direct correlation between satisfactory teaching and progress and this explains why not enough pupils are attaining the higher levels for their age at the end of Key Stages 1 and 2. Pupils do not make good progress because assessment of their progress is not undertaken well and expectations of what pupils are capable of achieving are too low. Too often, pupils' misconceptions during lessons are not identified quickly enough and opportunities to address them are not evident in teachers' short term planning. Pupils are set targets, particularly in English and mathematics, but they serve little purpose as they are not linked to feedback provided through marking or as an integral part of lessons. Furthermore, pupils' progress against their targets is not monitored effectively either by the teacher or senior management. Where teaching assistants are deployed effectively they have a good understanding of how pupils learn and use appropriate teaching techniques to support the acquisition of skills and knowledge. This is not always the case and, on occasions, some pupils become confused and this inhibits progress. This applies equally to disabled pupils and those with special educational needs.

The quality of relationships between adults and pupils is good. A positive feature is the warm, caring ethos that pervades the school and this is evident in day-to-day teaching. Pupils make better progress when teaching is well planned with the learning needs of individuals taken into account and delivered in a way that captures pupils' imagination and holds their attention. This was evident in a history lesson for pupils in Years 3 to 6 in which the teacher was developing their understanding of

primary and secondary sources. The introduction involved the teacher telling a story that focused on some pupils' own experiences of a recent sporting event. The class had to identify which of the pupils' accounts were the most reliable and why. The high level of engagement in their learning, as a result of well crafted questioning by the teacher and enthusiastic pupil discussions that followed this introduction, helped to enhance their understanding. Other features of teaching that accentuated progress observed at times during the inspection include good subject knowledge, detailed explanations, pace that sustained pupils' interest, and effective classroom management that enabled the teacher to focus on individuals and groups without interrupting the learning of the rest of the class.

Behaviour and safety of pupils

Pupils' spiritual, moral, social and cultural development is satisfactory; they display a good sense of right and wrong and show consideration towards other pupils. They are developing a sound sense of spirituality, particularly through their studies of other faiths and this is augmented by visits to places of worship, including a Hindu mosque and a Muslim temple. Pupils' behaviour in lessons and at play is generally good and this is recognised by all of the parents and carers who returned the inspection questionnaire. Pupils are polite towards adults and show consideration for other pupils especially those younger than themselves. Pupils feel safe, a view echoed by parents and carers. Pupils say that bullying is rare and are confident that their teachers would deal with such issues quickly and effectively. Pupils are happy and this is reflected in their attendance which exceeds the national average. Senior leaders and governors recognise that there has been a concerted effort to improve behaviour recently and this has been successful. Pupils' attitude to work, particularly their ability to take responsibility for their own learning is less well developed. Lapses in concentration sometimes inhibit progress and pupils give too little regard to presentation and the pace at which they undertake their work. This is particularly in relation to writing activities. The school has close links with external agencies and good links with parents and carers for those pupils experiencing learning and behavioural difficulties.

Leadership and management

When faced with the long term absence of the substantive headteacher, the local authority and the governing body acted swiftly and decisively to appoint an acting executive headteacher to focus on the strategic direction of the school. An acting deputy headteacher was also appointed to oversee the day-to-day running of the school as well as taking on a substantial teaching commitment. As a result, the continued development of the school has not been adversely disrupted. The senior leadership team and the governing body are to be commended for quickly identifying the strengths and weaknesses of the school as a result of accurate self-evaluation. The recently drafted school improvement plan is a useful vehicle for driving improvement; however, it is insufficiently focused on the impact the initiatives are to have on pupils' progress and the timescale by which actions need to be completed. School leaders are acutely aware of the need to monitor the quality of teaching and pupils' progress more closely. Staff with subject responsibilities are not sufficiently involved in monitoring provision throughout the school and influencing improvements

to provision. The equality of opportunity is promoted satisfactorily and leaders are watchful to ensure that any identified discrimination is tackled effectively.

The curriculum is broad and balanced and as such is satisfactory. However, there are insufficient planned opportunities for pupils to apply and practise their literacy and numeracy skills in other subjects. A range of visits and visitors to school help to enhance the curriculum and a residential visit allows pupils in Years 5 and 6 to develop their social and emotional skills.

The school is well placed to improve further under the leadership of a new headteacher in September 2012. The extent to which the pace of improvement will be maintained remains to be seen, which is why the capacity to improve further is satisfactory. However, the future appears promising with support and guidance from a local outstanding school already secured. The governing body is forward looking and governors are determined to hold the school leadership to account as every effort is made to raise achievement further. Safeguarding arrangements in the school are secure.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



31 May 2012

Dear Pupils

Inspection of Eppleby Forcett Church of England Primary School, Richmond, DL11 7AY

Thank you for making me so welcome when I inspected your school recently. I would like to extend a special thank you to the pupils who talked to me about what they thought of the school. Your comments proved to be very helpful when I came to making a decision.

I am writing to tell you what I decided. Eppleby Forcett Church of England Primary is a satisfactory school. Your school is in safe hands with Mr White, the acting executive headteacher and Mr Firmin, the acting deputy headteacher, and they are well supported by the teachers and teaching assistants.

You are well cared for and everyone at the school wants you to succeed. The teaching you receive helps you to make satisfactory progress. I would like you to do better than this. You behave well during lessons and at playtimes and your attendance is above average. I particularly noticed how polite you were when I spoke to you. I would like you to take more responsibility for the way in which you learn during lessons by completing work more quickly without being constantly reminded to do so!

I have asked the executive headteacher to help you make even better progress by:

- asking your teachers to challenge you more because I feel that you are capable of making better progress
- watching you carefully while you are working during lessons and, if you are having some difficulty, help you overcome it more quickly
- giving you targets to help you improve and checking to see how you are getting on
- allowing you more opportunities to practise your literacy and numeracy skills in other subjects, for example during topic work
- making sure the leaders of English and mathematics check more often on how well you are doing in your lessons. .

I hope that you will play your part in making your school even better.

Yours sincerely,
Christopher Keeler
Her Majesty's Inspector

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