

Skipton Parish Church Church of England Voluntary Controlled Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 121591 |
| Local authority | North Yorkshire |
| Inspection number | 380275 |
| Inspection dates | 21–22 June 2012 |
| Lead inspector | Lenford White |

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

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| 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 | 222 |
| Appropriate authority | The governing body |
| Chair | Darren Lee |
| Headteacher | Ellen Woodthorpe |
| Date of previous school inspection | 5 November 2008 |
| School address | Brougham Street Skipton BD23 2ES |
| Telephone number | 01756 793314 |
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| Email address | headteacher@parish.n-yorks.sch.uk |



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Introduction

Inspection team

Lenford White
Eithne Proffitt

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 12 lessons, taught by nine teachers, including two lessons where intervention strategies were used to support pupils. Two lessons were jointly observed with the headteacher. Discussions were held with parents and carers, two groups of pupils, representatives from the school governing body, teachers, senior leaders and an education development adviser from the local authority. In planning the inspection, inspectors took account of a range of school evidence including: the school's development plan; self-evaluation documents; assessment data; pupils' books; behaviour logs; and local authority reports. The responses to questionnaires received from 76 parents and carers, 192 pupils and 23 staff members were scrutinised and formed an important part of the inspection.

Information about the school

The school is a smaller-than-average-sized primary school. The vast majority of pupils are White British; the proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils from minority-ethnic backgrounds is below the national average as is the number of pupils who speak English as an additional language. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. The Early Years Foundation Stage consists of two mixed Year 1 and Reception classes. The school is part of Craven Extended School Cluster and has its own Ofsted registered After-School Care Club, as well as an Early Risers before-school club. The school shares an entrance and reception with an on-site Children's Centre.

The school meets the current floor standard; these are the minimum standards expected by the government for pupils' attainment and progress.

The school is Eco Friendly and has gained a number of awards including, Healthy School status and Every Child Counts. The school has been successful in gaining accreditation, and a London 2012 Get Set Network certificate for living Olympic and Paralympics values.

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 | 2 |
| Leadership and management | 2 |

Key Findings

- This is a good school. It is not yet outstanding because the quality of teaching is good rather than outstanding. The use of assessment to support learning and identify priorities is not embedded fully. Good leadership and management have improved attainment and provision although not all policies are followed rigorously
- Achievement is good and leads to above-average attainment by the end of Year 6. Pupils make good progress because the needs of the majority of pupils are met. However, the more able do not always make enough progress because they are not sufficiently challenged to be active and independent learners.
- Teaching is good, with effective joint planning, especially in Key Stage 2, between teachers who share the same classes and between teachers who have mixed year groups. One-to-one and small group support for children who speak English as an additional language and those with additional learning needs is good, with examples of outstanding practice. Most teachers use assessment effectively and tasks match pupils' ability although some of the more-able pupils say their learning is not always challenging.
- Behaviour and safety are good. Pupils have little concern about bullying and are confident adults will resolve any problems. Behaviour and attitudes to learning are good in lessons; pupils are orderly and focus well on their work. On very rare occasions, pupils who have difficulty sustaining good behaviour are not always managed effectively because the school's policy and procedure for dealing with disruptive behaviour are not followed.
- Effective self-evaluation and management of performance have been key factors in driving improvement and raising attainment. The school has a wealth of information to guide future planning but this is not always used succinctly to ensure priorities are sufficiently precise. Effective management of teaching has raised the quality of teaching although shortcomings remain.

What does the school need to do to improve further?

- Improve the quality of teaching and learning throughout the school and increase the number of pupils attaining the higher levels in mathematics and English by:
 - challenging all pupils, especially the more able, to achieve the best that they can in all lessons
 - developing pupils' confidence through providing more opportunities for them to take responsibility for their own learning through self-directed and independent activities
 - monitoring the planning of activities to ensure that they match pupils' needs throughout the school.

- Ensuring that school strategies to support the behaviour of the pupils are applied consistently.

- Ensure that leaders efficiently manage and use the wealth of information available to the school to ensure priorities are sufficiently precise.

Main Report

Achievement of pupils

The majority of parents and carers consider their children make good progress. Inspection evidence endorses these views, especially considering the accelerated progress that many pupils have made over the last year.

On entry to the Early Years Foundation Stage, children's skills and abilities are lower than expected, especially in communication language and literacy, and numeracy. Progress is good and children leave Reception class with the skills expected for their age. Many new systems mean assessments are accurate and information is now used well in planning. Teachers provide a stimulating environment so that in lessons learning is effective. Children enjoy their free-flow sessions and take every opportunity to develop their computer skills and engage in role play. They are especially fond of their outdoor areas where they learn about plants and work together.

Learning is effective in Years 1 to 6 and progress is good. In Key Stage 1, the strong focus on literacy is having a positive impact on attainment, which is above average in reading, writing and mathematics. Key Stage 1 pupils who read to inspectors enjoyed reading at school and at home. Pupils enjoy mathematics and in lessons make good progress because of the use of practical resources. However, it is in Key Stage 2 where most improvement can be seen. End of Year 6 assessments indicate that attainment is above average in mathematics, reading and writing. Improvement is very evident in the classroom where the focus is clearly on ensuring pupils do as well as possible.

Although the more-able pupils throughout the school do not always make enough progress, this situation is improving as a result of the stronger teaching. It was evident in classes in Key Stage 2 when these pupils applied their skills to solve mathematical puzzles and challenges. Disabled pupils, those with special educational needs and the small number who are learning English as an additional language make good progress. These pupils benefit from effective intervention strategies. Inspectors observed striking examples which extend

effectively both literacy and numeracy skills. This support combined with extra help in lessons is very effective for pupils with a statement of special educational needs including those who have complex learning needs.

Quality of teaching

Parents and carers judge that teaching is good. Inspection evidence confirms this. Pupils say they enjoy lessons and teachers' feedback shows them how to improve. Some teaching seen was outstanding. The best teaching is characterised by good planning and well thought out lessons. Pupils are excited about their learning, especially when there are opportunities for practical engagement. There was a sense of eagerness in a Year 2/3 lesson when pupils talked in the voice of the characters from their class reading books. They confidently answered questions from peers and showed great insight and understanding. In outstanding lessons, every opportunity is taken to fully engage all pupils. In these lessons, objectives are clear and teachers make timely interventions to remind pupils about their learning. This most effectively counters any misconceptions and ensures activities are sufficiently challenging. In a Year 5/6 class, pupils were fully stretched in their language and in their mathematical skills. A lot of interest was generated when these pupils were challenged to find a strategy to calculate how many tickets they could buy for a range of events in the Olympics. Pupils rose to the challenge and came up with solutions to spend all of their money. This effective teaching is not yet consistent and teachers' expectations are not always high enough. Lessons do not always include enough opportunities for pupils to be involved in practical activities and to develop as independent learners.

In all lessons, relationships are good and pupils are eager to learn. Teachers use their knowledge of pupils to ensure they all get a chance to ask and answer questions and to share their achievements for the benefit of others. This is most helpful for disabled pupils and those with special educational needs as they are fully included. Teaching is effective for these pupils and they benefit from guidance from supporting adults.

The use of assessment is usually effective and leads to work matching pupils' ability although the needs of the more able are not met consistently. Older pupils regularly engage in peer- and self-assessment. This is done effectively through talking partners and show and tell sessions at the end of lessons. Most pupils identify confidently what they need to improve and share this with pupils and teachers. Pupils know their targets and how to improve because most teachers give clear feedback through their marking and in discussions with pupils. However, this practice is not consistent across the school.

Behaviour and safety of pupils

The majority of parents, carers, pupils and teachers say that behaviour is good. Inspectors found that overall behaviour is typically good in lessons and around school. However, a minority of parents and carers and some staff felt there were occasions when behaviour could be better. On these very rare occasions, when some pupils have difficulty in managing their behaviour, misbehaviour is not always dealt with in the same way as staff do not consistently apply the school's guidance. The school keeps detailed records showing how unacceptable behaviour is dealt with and contacts parents and carers although they are not always informed about the resolution of their actions. Nonetheless, the school aims to include all pupils in school activities, even the most challenging, and all types of exclusions are rare.

The vast majority of parents, carers and pupils say the school is safe. Almost all pupils who talked with inspectors said they were confident in talking to teachers about any concerns, and that teachers and friends make them feel safe. Good pastoral care supports pupils' understanding of their rights and responsibilities. Pupils understand that all people should be treated with respect no matter what their country of origin or religion. As a result, pupils have a good understanding of different types of bullying and indicated that bullying of any kind is rare.

Attendance is above the national average. The school ensures that persistent absenteeism continues to decline. This is achieved through effective partnerships with appropriate agencies including family support workers and parents and carers.

Leadership and management

Effective leadership from the headteacher has played a major role in improvements. Self-evaluation is accurate. Assessment is used to identify the correct priorities although these are not always expressed with enough precision. Teaching is monitored closely although this has not yet resolved all weaker aspects fully. For example, the planning of activities to ensure that they match pupils' needs is not always monitored rigorously enough. Staff training and performance management target the main priorities. Effective leadership of literacy has improved the effectiveness of guided reading, and in numeracy, more practical resources accelerate the progress of both boys and girls. These initiatives are having a positive impact on attainment. Expectations for the school are high and with evidence of improvement in provision and outcomes the school's capacity to improve is good.

The governing body provides effective support. Governors know the strengths of the school as well as areas for development. They understand how to move the school forward. They monitor safeguarding carefully and ensure requirements are met.

Senior leaders and managers promote equality of opportunity successfully. Rigorous tracking ensures gaps between different groups have narrowed. This is seen in the rise in attainment for girls. The school welcomes all pupils, including those who are more vulnerable because of their circumstances, and includes them in all aspects of school life. The school models best practice and is right to be proud of its work in educating disabled pupils and those who have special educational needs. The school's inclusive approach means that pupils with the most complex learning needs are educated mainly alongside their peers.

The curriculum is broad and balanced. It meets the needs of most pupils and planning effectively promotes skills across other subjects. Pupils are prepared well for the future. Many exciting opportunities provide memorable experiences for pupils. They visit a number of local places of interest, including Skipton Castle, and engage in local arts and cultural events such as the Skipton Puppet Making Parade. Visitors to the school often lead assemblies and provide sports coaching. These exciting activities enhance pupils' spiritual, moral, social and cultural development.

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.



25 June 2012

Dear Pupils

Inspection of Skipton Parish Church, Church of England Voluntary Controlled Primary School, Skipton, BD23 2ES

Thank you very much for the friendly welcome that you gave to the inspection team when we came to inspect your school. We were both very impressed with how proud you are of your school. I would like to give a personal thank you to those pupils who took time to show us around the school, took part in our discussions and read to us. You had a lot of good things to say about your school especially about your teachers and the things that you like to learn about most.

You go to a good school and make good progress. You leave school with attainment that is above average. Behaviour is good and you enjoy celebrating the achievements of others in assembly. You like to look after each other and while we were in the school it was a delight to see some of you busy helping Nursery children to find their way around your Reception and Year 1 classes. We saw plenty of things during the inspection which told us that you get on well with your teachers and enjoy learning new things. You should be very proud of your attendance, which is very good and getting better all the time. Please keep this up because if you are in school all the time you will learn even more than you already do.

To make your school even better I have asked the headteacher and staff to:

- improve planning activities that enable you all to make as much progress as possible
- check that in lessons you are all challenged to become confident and independent learners
- ensure that the school systems are followed on the rare occasions that pupils misbehave.

Yours sincerely

Lenford White
Lead inspector

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