

Settrington All Saints' Church of England Voluntary Controlled Primary School

Settrington, Malton, North Yorkshire, YO17 8NB

Inspection dates 31 January–1 February 2013

| | | | |
|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The achievement of pupils during the past two years has been variable and, although improving, it is not yet good.
- There is some teaching in school that requires improvement. As a result, pupils do not always make good progress.
- Work is not always planned to challenge the most able pupils to reach the highest standards.
- Teachers spend too long explaining tasks. This means that pupils do not have enough time to make good progress with their work.
- Some comments pupils receive about their work in mathematics do not always give them clear guidance to improve their work.
- Leaders, managers and governors have not yet improved the quality of teaching so that it is consistently good in all year groups.

The school has the following strengths

- In some lessons pupils make good progress and learn well due to good teaching.
- Behaviour is good. Pupils say they are well cared for and they feel safe. They treat adults and each other with courtesy and respect.
- Writing is taught well and pupils take pride in their well-presented work.
- The headteacher leads the school with drive and determination. Along with other leaders she has a good understanding of what needs to be improved.

Information about this inspection

- The inspector observed three teachers and a dance instructor. Nine lessons were observed. One joint observation was undertaken with the headteacher. The inspector briefly visited some reading and handwriting sessions.
- The inspector spoke to a group of pupils about their learning in lessons and their safety in school. The inspector listened to some pupils reading.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, the inspector looked at the school's review of its performance, its development plan, safeguarding information, school policies and minutes of governing body meetings.
- The inspector analysed seven responses to Parent View (the online parent questionnaire) and spoke to some parents at the start of the school day. He also analysed parents' responses to a school questionnaire.
- The views of nine staff who returned questionnaires were taken into account.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than average.
- The proportion of girls is well below the national average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from armed services families and those known to be eligible for free school meals) is below average.
- Most pupils are White British. Almost no pupils speak English as an additional language.
- The proportion of pupils supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils entering or leaving the school part-way through their primary education is higher than the national average.
- The school meets the government floor targets, which set minimum expectations for attainment and progress in English and mathematics.
- The school holds a Healthy Schools Award and the Activemark.
- There have been significant changes in staffing since the last inspection. Each class is now taught by one teacher for three days and by another teacher for the remaining two days of the week.

What does the school need to do to improve further?

- Raise standards of achievement and increase the amount of good teaching by:
 - sharpening teacher explanations so that more time is provided for pupils to work on their tasks and make more progress
 - ensuring teachers provide the most able pupils with sufficiently challenging work so they reach the highest standards
 - ensuring teachers always provide helpful comments in pupils' mathematics books to guide them to improve their work.
- Improve the impact of the school's leaders by:
 - providing enough time for middle leaders to check on the quality of teaching and act on their findings.
 - constructing and implementing plans for development that have measurable targets based on improving pupils' learning and increasing their progress.

Inspection judgements

The achievement of pupils

requires improvement

- Some children start school with skills that are below those typically expected for their age. Children visit school and sample lessons before they start Reception. This helps them settle quickly and, with some good teaching and good opportunities to choose their own activities, they make good progress.
- By the end of Key Stage 1 standards in mathematics are above those expected nationally and standards in writing are well above. Standards in reading have improved over the past three years and are now at nationally expected standards. In 2012 girls' achievement was much better than that of the boys in reading, writing and mathematics.
- In 2012 pupils at the end of Year 6 reached much higher standards in English and in mathematics than in the previous year when progress was very slow and results were well below national standards. All pupils made the progress expected of them in English with some making better progress than this. In mathematics more Year 6 pupils reached the nationally expected standards in their tests than in the previous year but none made more progress than expected. Pupils are better prepared for their next stage in education than they were in the previous year.
- During the inspection achievement in lessons was good for pupils in Years 2 and 3 but required improvement in other year groups. Pupils did not always make good progress in lessons, particularly in mathematics in Years 4, 5 and 6.
- The proportion of pupils joining and leaving the school during Key Stage 2 is much higher than that found nationally. Most of the pupils joining the school settle quickly and make similar progress to their peers. Pupils supported by the pupil premium are now making better progress in English and mathematics than others in the school. Pupils identified as school action or school action plus make similar progress to others in school. Hence, their achievement requires improvement.
- Reading is a priority in school. The school has advised parents on how to improve reading for their children and many are helping their children to read better. The most recent screening test at the end of Year 1 shows average skills in reading. When the inspector listened to pupils reading most could link letters and sounds well to support their reading. Weaker readers did not fully understand what they were reading and found it more difficult to explain the meaning of what they had been reading.

The quality of teaching

requires improvement

- The quality of teaching is variable; some is good but too much teaching seen during the inspection required improvement. School records indicate that there is a larger proportion of good teaching than was seen during the inspection but that some teaching still requires improvement.
- In the best lessons pupils are given swift and clear explanations about what they have to do and how to measure success. In these lessons pupils set to work quickly and purposefully, making good progress. On too many occasions teachers take too long explaining work to the whole class, leaving too little time for pupils to make enough progress with their work.
- Teachers plan interesting work for the pupils but it does not always have enough challenge to get the best out of the most able students. In a mathematics lesson all pupils worked quickly to collect data for their calculations. However, the most able pupils were not challenged to analyse and compare their findings in order to extend their learning and reach the highest standards.
- All teachers mark pupils' work regularly. Teachers' comments in English books are used well by pupils to improve their work. Teachers' comments in mathematics books do not always help pupils understand how to improve their work. As a result, pupils do not always respond appropriately to improve their work in mathematics and their progress requires improvement.

- Teachers set detailed writing targets for pupils and they are used very well to improve the quality of their work. All pupils enjoy practising their handwriting and take a pride in their well-presented work.
- Teachers circulate around the classroom when pupils are working and check that all pupils are on task. Even so, only in the best lessons during the inspection did teachers assess pupils' work swiftly and accurately in order to adapt their teaching to improve pupils' understanding.
- Relationships between staff and pupils are good and lessons progress smoothly and with very little interruption. Teachers use appropriate praise and rewards to ensure that pupils strive to do their best.

The behaviour and safety of pupils are good

- Pupils are eager to learn and follow the instructions of their teachers. Learning from each other is encouraged throughout the school. Even the youngest children share their learning by helping each other to read words by linking letters and sounds. The school encourages good behaviour by using 'sticker charts' for good work. This is highly valued by all of the pupils as they strive to earn enough stickers to be the 'Star of the Week'.
- Pupils are polite and courteous to adults and treat each other with respect. They get on well together and socialise well. At breaks and lunchtime they play well together and older pupils take responsibility for managing play equipment and tidying up. They are very confident and very much at ease with adults, with whom they enthusiastically share their thoughts and their learning.
- Pupils say they are safe and that behaviour is good in school. They say they are well cared for and that their teachers and support staff 'make lessons fun' so they can enjoy school. Pupils are clear about what constitutes bullying, including cyber-bullying, and know what to do should it ever occur. They know that the school deals swiftly with any misbehaviour. Pupils have a good understanding of internet safety and say that they would not answer unknown emails as 'paedophiles use the internet to contact children'.
- During the last school year attendance was average. This year attendance has improved to above average. On the days of the inspection almost all pupils attended school and were on time.
- Parents and staff are overwhelmingly positive about behaviour in school.

The leadership and management require improvement

- The headteacher has high ambitions for the school. She has agreed with the governors and other leaders and managers what has to be done to improve the school. All leaders and managers show great determination to drive forward improvements.
- Since the previous inspection the headteacher has had to manage a significant number of staffing changes. During the past two years pupils have had many different teachers. This has slowed the pace of improvement. The school is now fully staffed.
- The headteacher has an accurate view of the quality of teaching in the school. Performance management clearly identifies the professional development needs of teachers. Plans to improve teaching have been developed by middle leaders. The actions resulting from the plans have been very recent and it is too soon for improvements to be identified. The measures for success do not focus strongly enough on improvements to pupils' learning and progress. The influence of leaders on improving the quality of teaching has not yet had sufficient impact and requires improvement.
- The curriculum captures pupils' imagination and they enjoy the themes and subjects on offer. Pupils write well about their visits to places of historical interest and other themes and activities. However, there are too few opportunities for pupils to develop their mathematical skills in other subjects. Residential visits, speaking French and learning to dance as well as taking part in extra

activities after school contribute well to pupils' good spiritual, moral, social and cultural development.

- The local authority has provided effective support in helping the school to develop high-quality systems to check pupils' progress. These systems are used well by the headteacher to check on the progress of pupils and analyse what needs to be done to improve achievement.

■ **The governance of the school:**

- Governors support the headteacher well. They have a good understanding of achievement data and ask searching questions to hold the headteacher to account for pupils' progress and the quality of teaching. Governors have good first-hand experience of the school as they visit regularly to support pupils' learning. They have regular financial reports and make checks on the school's budget. They have approved the use of pupil premium funding to employ additional support and subsidise school visits so that all pupils can benefit. This is a good example of equality of opportunity for all. Governors do not yet confirm with the headteacher the extent to which pupils benefit from this additional support. They understand the relevant arrangements to link pay with the quality of work that staff do. When teachers' performance targets are not met they challenge the headteacher to ensure that there is improvement. Governors have received training for safeguarding and safer recruitment and have used this training to ensure that the school's arrangements for safeguarding meet statutory requirements.

What inspection judgements mean

| School | | |
|---------|----------------------|--|
| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

| | |
|--------------------------------|-----------------|
| Unique reference number | 121538 |
| Local authority | North Yorkshire |
| Inspection number | 406034 |

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 | 51 |
| Appropriate authority | The governing body |
| Chair | Pat Emerson |
| Headteacher | Catherine Hanch |
| Date of previous school inspection | 9 February 2011 |
| Telephone number | 01944 768238 |
| Fax number | 01944 768238 |
| Email address | admin@settrington.n-yorks.sch.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



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 and as part of the inspection.

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 educational 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 St](#)
[Manchester](#)
[M1 2WD](#)

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

© Crown copyright 2013

