

Little Weighton Rowley Church of England Voluntary Controlled Primary School

White Gap Road, Little Weighton, Cottingham, HU20 3XE

Inspection dates 8 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils achieve well. They make good progress and reach just above average levels of attainment by the end of Year 6.
- Teaching is good. Effective action by leaders has resulted in significant improvements in teaching over time.
- Pupils with special educational needs and those known to be eligible for the pupil premium make good progress because they are effectively supported.
- Pupils behave exceptionally well and are respectful towards one another as well as to their teachers. Their positive attitudes to their learning are a significant factor in the good progress made in lessons.
- The headteacher and all staff are ambitious for the school to do well. Good teamwork is ensuring that improvements are being driven through. Staff are proud to be part of the school.
- Senior leaders, including the governing body, have a good understanding of how well pupils are achieving. They use this information effectively to ensure that training and support for staff are strongly focussed on raising attainment and progress.
- Parents expressed largely positive views and say their children are happy, safe and making good progress.

It is not yet an outstanding school because

- Although the teaching is good, not enough is outstanding in order to increase attainment in all areas still further.
- In a few lessons, teachers' expectations are not always high enough for the pupils to move on at a quicker pace.
- Attainment in writing and especially with the more able is not as high as in reading and mathematics.
- Pupils do not always have an opportunity to take responsibility for their own learning.

Information about this inspection

- Inspectors observed seven lessons or small group activities, of which one was a joint observation with the headteacher.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- Inspectors observed the school's work and examined a range of documents, including the school's own records of pupils' progress and attainment, monitoring documents, records relating to performance management of staff, and documents relating to behaviour, safeguarding and attendance.
- The school's web site was looked at.
- Inspectors talked to pupils in lessons about their work, looked at books, listened to pupils read and talked to a group of pupils from Key Stage 2.
- Inspectors took account of the 11 questionnaires returned by members of staff.
- Inspectors took into account surveys of parents' views and spoke to a number of parents at the start of the day. An insufficient number of responses were available on the online questionnaire (Parent View) for the inspectors to consider.

Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Alan Chaffey

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils supported by school action is lower than average.
- The number of pupils supported by school action plus or who have a statement of special educational needs is broadly average.
- Nearly all the pupils are White British. The proportions of pupils from minority ethnic groups or who speak English as an additional language are much lower than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a stable school population with large numbers of children entering the Early Years Foundation Stage and staying at the school right through until leaving in Year 6.
- The headteacher has been at the school for two years.

What does the school need to do to improve further?

- Build upon the improvements in pupils' progress in order to raise attainment still further in English and mathematics by:
 - challenging the more-able pupils, especially in writing, so that the number of pupils achieving the higher levels in writing matches that of reading
 - ensuring that writing is more visible around school so that pupils can see what good writing looks like, links can be shown to the school development plan and writing standards can be better celebrated.
- Increase the proportion of outstanding lessons by:
 - ensuring all staff have higher expectations of what pupils can achieve with their work
 - making sure that all pupils are given every opportunity to learn independently so that they control their own learning.

Inspection judgements

The achievement of pupils is good

- When children start school their skills are slightly below those typical for their age, especially in communication and language. Good teaching and care for their welfare in the Early Years Foundation Stage make them feel safe and secure so they progress well. Stimulating activities, such as the use of talking books on headphones capture children's imagination, developing speaking and listening skills. By the end of Reception, standards have risen steadily and children are well prepared for further learning in Year 1.
- Results at the end of Year 2 are broadly average over time, although below average in writing. By the time pupils reach Year 6 standards are just above average in English and mathematics. This represents good progress. Attainment over time would be better if pupil achievement in writing was as good as in reading and mathematics.
- Reading is well taught so pupils make good progress and acquire skills they need to support their learning in all subjects. Letters and the sounds that they make are taught effectively in the Early Years Foundation Stage and Key Stage 1, ensuring that early reading skills are developed well. Pupils are well prepared for the future. They 'sound out' tricky words and many say they read at home. When Year 1 pupils were tested on their knowledge of letters and sounds, results were well above national standards.
- Sometimes some of the most-able pupils do not achieve quite so well as they could because the teaching does not always challenge them enough. This is especially true in writing. From time to time, pupils make too little progress because they already comprehend the work they have been asked to do, rather than being challenged to do work that they find more difficult.
- Pupil-premium funding is effectively used to ensure that those pupils for whom it is intended, such as those eligible for free school meals, get the right support. This includes providing extra staffing for interventions in mathematics so that pupils can be supported in small groups or given extra tuition. Consequently, these pupils make much faster progress than normally expected and their attainment is similar to their classmates.
- The early identification of pupils' needs and the good provision made for them across the school ensure that the disabled pupils and those with special educational needs achieve well over time against their starting points.

The quality of teaching is good

- The overall quality of teaching is good. Close monitoring by the headteacher and good training support have been effective in improving the quality of teaching throughout the school. Teaching is not yet outstanding because not enough lessons challenge the more-able pupils so that they make quicker progress.
- When teaching is good, lessons are fast paced. Teachers check pupils' understanding purposefully, and give detailed, constructive marking showing pupils what they have done well and what they need to do to improve. Teachers make learning interesting through discussions that help extend their ideas.
- Sometimes the pace of the lesson slows because the teacher talks for too long. This slows learning, as pupils are not given greater opportunities to work independently and take more control of their own work.
- In good lessons, pupils are engaged with their learning. For example, in one Year 5/6 science lesson pupils were totally engaged when finding out about what happens to the objects that get further away from light sources. Mathematical skills were developed through pupils constructing charts to show their results and all pupils were cooperating well and supporting each other's learning.
- The teaching of reading is a strength of the school because the teachers are developing a love of books with their pupils.

- Teacher's subject knowledge is good and they are very keen to pass this on to pupils.
- Knowledgeable teaching assistants support pupils well and promote good achievement. Disabled pupils and those with special educational needs, including those with a statement of special educational needs, benefit from the variety of approaches used to help them.
- The impact of teaching on pupils' spiritual, moral, social and cultural development is outstanding and staff use effective strategies to manage pupils' behaviour well. While displays of work make a good contribution to the pupils' enjoyment of learning and the attractiveness of the environment, there are too few examples of writing displayed to encourage and motivate others.

The behaviour and safety of pupils are outstanding

- Pupils' attitude to their learning is very positive. They respond very well to challenges and show sustained concentration for long periods of time. They listen exceptionally well to their teachers and to each other. Pupils respect their teachers and want to work well. They say they are proud of their school.
- Pupils are extremely polite and courteous. They clearly enjoy coming to school. As a result of this, attendance figures are above average and pupils always come to school on time.
- Pupils say they feel safe and are well looked after by all adults in the school. They have a good understanding of how to keep themselves safe and older pupils act as good role models for the younger pupils, for example, at lunch times.
- Pupils have a good understanding of the different kinds of bullying, including on the internet. Year 6 pupils could confidently say what being safe online means and how important 'strong passwords' were when using the computer. They say that bullying is rare but, when it occurs, staff deal with it effectively. The school takes prompt action to tackle any form of discriminatory behaviour.
- Parents express very positive views about the way the school cares for their children and supports learning. One parent said that, 'The school is like a little family community, where everyone knows and looks after everyone else.'

The leadership and management are good

- The headteacher has high expectations of staff and effective teamwork is driving improvement strongly. Senior leaders and governors are committed to giving pupils the best education. The most recent pupil progress tracking data confirms that overall achievement is good and standards are rising, particularly in reading and mathematics.
- The quality of teaching is checked closely and the headteacher and senior leaders have an accurate picture of their school. There are robust systems in place to track the progress of all pupils. Leaders know what needs to be done to secure further improvement, demonstrated in their open and honest evaluation of how well the school is performing and highly focussed plans for on-going improvement.
- Leaders ensure that while English and mathematics are a high priority, time is given to develop pupils' interests across a wide range of subjects. The good curriculum provides many memorable moments such as the well organised and highly effective World Book Day when every pupil and staff member came to school dressed as a character from a book. During the afternoon the whole school was in the hall in mixed-age groups reading to each other. The learning atmosphere was 'buzzing' and pupils were highly engaged.
- The school is highly effective at promoting equality of opportunity for all pupils and ensures that all groups achieve well. Parents appreciate the work of the staff and speak openly about how well their children are being supported.
- The organisation of performance management is good. Staff are held to account for the progress their pupils make. Training for staff is effective and focused on the areas identified in the school development plan.

- The local authority provides light touch support and has an accurate view of the school.
- **The governance of the school:**
 - The governing body manages resources and finances to good effect. It has a clear ambition and drive for school improvement and understands that the focus of the headteacher's work is, rightly, upon improving teaching and achievement. With the information they receive from the headteacher they are able to provide challenge and ask probing questions. Their understanding of performance data is good and they know how the pupil-premium money is spent and that it is having a positive impact. The governing body understands the link between pay and performance. Governors are noticeable around school and many are well known to the staff.

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	117990
Local authority	East Riding of Yorkshire
Inspection number	403342

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	The governing body
Chair	Mr M Atkinson
Headteacher	Susie Varley
Date of previous school inspection	4 December 2007
Telephone number	01482 844743
Fax number	01482 844743
Email address	littleweightonrowley.head.primary@eastriding.gov.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

