

Husthwaite Church of England Voluntary Controlled Primary School

Low Street, Husthwaite, York, North Yorkshire, YO61 4QA

Inspection dates 16–17 October 2013

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

Summary of key findings for parents and pupils

This is a good school.

- From their individual starting points, pupils achieve well and make good progress. By the time they leave Year 6, they reach standards that are generally above average in reading, writing and mathematics.
- Teaching is good. Teachers expect pupils to do well and plan imaginative activities that interest pupils well and, therefore, pupils are extremely motivated.
- Pupils understand how to keep themselves safe and act responsibly around school. They are confident that they are safe in school and that the adults take good care of them.
- Pupils thoroughly enjoy their school experiences in the happy and welcoming environment. They take great pride in their work and their enthusiasm to work hard is reflected in their above average attendance.
- Pupils behave very well and show great care and tolerance towards one another. Their good behaviour is effectively supported by their good spiritual, moral, social and cultural development.
- The headteacher's ambitious and very clear view of how successful the school can be is shared by staff and the governing body. As a result, the school is successful in its drive to constantly improve. Decisive and concerted action has been taken to improve the quality of teaching.
- Governors provide a good balance of support and challenge for the school.
- The school benefits from working with external partnerships. These have made an important contribution to staff's continuing professional development.

It is not yet an outstanding school because

- Not all teaching results in rapid progress and higher achievement.
- The new tracking system is not always used well enough to plan activities that will ensure rapid progress, particularly in mathematics.
- Pupils' progress in mathematics is not yet consistently as strong as it is in reading and writing across the school.

Information about this inspection

- The inspector observed eight lessons or parts of lessons, of which four were joint observations with the headteacher.
- In addition, the inspector heard children read in Key Stage 1 and Key Stage 2.
- Meetings were held with pupils, members of the governing body, the headteacher and the school's senior staff. The inspector also spoke with the school development adviser.
- The inspector met with parents informally at the start of the school day and took into account the 29 responses to the on-line questionnaire (Parent View).
- The inspector took account of 10 staff inspection questionnaire responses.
- The inspector observed the school's work and looked at a range of documents, including the school's view of its own performance and planning for improvement, the information the school keeps on pupils' current progress and achievement, records relating to behaviour and attendance, and the school's safeguarding information.

Inspection team

Irene Cochrane, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The majority of pupils are from White British backgrounds.
- 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 below average.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection, there have been a number of staff changes and reorganisation within the school.
- In addition, the school now has three mixed-age classes for pupils in Nursery, Reception and Year 1; Years 2 and 3; Years 4, 5 and 6.
- The school has recently been re-accredited the Healthy School status.

What does the school need to do to improve further?

- Raise achievement in mathematics to the same level as English by making greater use of problem solving and practical mathematical opportunities that challenge pupils' learning so they make consistently good or better progress.
- Increase the proportion of teaching that is good or better by:
 - making greater use of the tracking information to consistently inform planning so that teachers are clear about moving pupils' learning on rapidly in all lessons
 - providing opportunities for teachers to share the very best practice in the school and in other schools
 - ensure all lessons maintain a brisk pace.

Inspection judgements

The achievement of pupils

is good

- Children join the Nursery class with skills that are broadly typical for their age. This varies from year to year in small cohorts of children. Pupils make good progress across the school and leave Year 6 with standards that are often well above the national average by Year 6. The dip in just above average attainment in 2012 was a result of mobility within the cohort. The standards achieved by pupils in Year 6 in the national tests in 2013 were above national levels in reading and mathematics and in line with writing. This reflects pupils' good progress from their starting points.
- Children make good progress in the Early Years Foundation Stage. They settle quickly into classroom routines because of the strong relationships and wide range of interesting activities both in and out of doors. They become confident learners as demonstrated by a group of children who were actively involved in finding numbers hidden and displayed outdoors. They enthusiastically shared their learning with each other and adults, showing sustained interest and enjoyment.
- Attainment has risen at the end of Year 2 over the past three years and most recent assessments in 2013 show an improvement in writing and mathematics, particularly at the higher levels to above national averages.
- Pupils' progress in mathematics is not as consistently strong as it is in reading and writing in Years 3 and 4. In addition, the proportion of pupils making average and good progress compared to reading and writing is lower in mathematics by the end of Year 6, although still remaining above average overall. Pupils have good computational skills. Their skills in applying these skills to real-life or problems are not as well developed.
- The teaching of reading is a strength of the school. A key priority has been placed on developing pupils' reading skills through linking letters and the sounds they make to help pupils read words they are not used to. This was experienced first-hand during inspection when Year 1 pupils showed resilience and determination to sound out new words as they read to the inspector. Older pupils in Year 6 were equally keen to share their books and read fluently and confidently, able to discuss an appreciation of a range of authors and non-fiction text. There is strong focus on helping pupils to enjoy books and read more often in school and at home.
- Disabled pupils and those with special educational needs make good progress overall from their starting points because of the good support provided by teachers and teaching assistants.
- Only a small number of pupils are supported through pupil premium funding. In 2012, attainment for pupils who are known to be eligible for free school meals was above the national average in all subjects and particularly in reading. However, their progress was not as good when compared to their peers, mainly attributed to pupils joining the Key Stage 2 at a late stage. Inspection evidence and current school data affirms that in 2013 those pupils supported by the pupil premium, including those known to be eligible for free school meals, performed equally as well as their peers overall.
- In the past, pupils' progress has shown some variation attributed to weak teaching and inaccurate assessments. Rigorous monitoring and improvements in the quality of teaching ensure that pupils at risk of underachievement are swiftly identified and that they now make good progress regardless of their starting points.

The quality of teaching

is good

- Pupils are extremely positive about the work they do in school. This is as a result of the many interesting activities that teachers plan. Good use is made of 'paired work' where pupils talk together to share their ideas. Pupils say this helps them to clarify their thinking and extend their learning.
- Teachers have good subject knowledge and plan stimulating lessons, making good use of a

range of resources, for example, when using interactive whiteboards to make lessons interesting as well as to hold pupils' attention. As a result, pupils have very good attitudes to learning and generally take great pride in their work. Work in their books is well presented.

- Strengths in teaching are in the very positive relationships between adults and pupils and the effective deployment of the teaching assistants. Expectations are high and teachers are enthusiastic in planning activities that are well matched to pupils' needs.
- In the most effective lessons, work builds on prior learning and teachers skilful questioning extends pupils' learning and understanding. This was observed in a successful literacy lesson in upper Key Stage 2, when pupils were asked to write a newspaper article. The teacher's enthusiasm and high expectations motivated pupils to readily share their draft notes and skilful questioning allowed pupils' thinking to be redirected to make increased progress. Assessment information is used well to inform the next steps in learning, particularly in writing.
- In a small minority of less successful lessons observed during inspection, assessment is not always used well enough to move pupils' learning on at a quicker pace, particularly in mathematics.
- Pupils' targets are used exceptionally well across the school to ensure pupils know what they have to do. In addition, opportunities for pupils to evaluate their own work are consistent practices in all classes through the introduction of weekly 'target time' and time to respond to marking and feedback points in pupils' books.
- Marking of pupils' books takes place regularly and is thorough. Teachers provide helpful comments on what pupils have to do to improve and pupils appreciate this. In addition, teachers provide ample opportunities for pupils to use and develop their numeracy skills in meaningful contexts across the curriculum.
- The headteacher and senior leader make regular checks on the quality of teaching and this information is used well to give feedback on development points and plan staff training. Any underperformance is swiftly addressed. External partnerships have provided effective support in joint lesson observations and professional development.
- The progress of pupils in mathematics is not as consistent as it is in reading and writing. This is because teachers do not always provide enough opportunities for pupils to have first-hand experiences to solve problems, nor make full use of assessment data to move learning on at a quicker pace.

The behaviour and safety of pupils are good

- Behaviour in and around the school is consistently good. This makes a highly positive contribution to pupils' learning and personal development. Pupils have good and often exemplary attitudes to learning. They appreciate the range of interesting activities provided. Only on rare occasions, when teaching is less stimulating, does pupils' attention wane a little.
- Pupils say there is no bullying in the school but understand how to deal with it should the need arise. They have a good understanding of the different forms of bullying, including cyber bullying and when using the internet.
- Parents express positive views about pupils' behaviour and that their children are well cared for and happy at school. As one parent said, 'My child loves to come to school'.
- Pupils say they feel safe and know what to do should an incident arise. They are confident that the adults in school are there to help and take good care of them. They appreciate the secure systems the school has in place, such as the fencing and door codes. They know their own views are valued, as one Year 6 pupil said, 'The thing I like about this school is that you have your own opinions and you are listened to'.
- Pupils enjoy and appreciate the opportunity to take responsibility, for example, in caring for the hens and vegetable patch and in supporting each other in their learning during lessons.
- Attendance is just above average, which is reflected in pupils' enjoyment of school and the sustained efforts by staff to ensure that pupils and parents recognise the importance of regular attendance.

The leadership and management are good

- The good headteacher has a very clear view of the school's strengths and weaknesses and provides strong and determined leadership for the school. The school has effectively addressed the issues identified in the previous inspection. Consequently, it has improved considerably from being satisfactory then to being good now. This successful track record, together with strong governance, means that the school is well placed to continue to improve further.
- The headteacher has tackled weak teaching, improved its quality overall and ensured that pupils make good progress. She has been resolute in her drive for high standards and continuous improvement and is well supported by all staff, the senior leader and governing body.
- Senior leaders regularly check on the quality of teaching. Any underperformance is swiftly challenged and decisions have been taken to secure improvements. The new tracking system has enabled leaders to readily identify any likely underachievement and hold teachers to account. Improved systems are in place to check the progress of all groups of pupils through more rigorous and accurate monitoring of school activities involving governors. However, the detailed information now available is not yet being used to maximum effect by all teachers.
- Performance management is clearly focused on school priorities, increasing the rates of progress and improving the quality of teaching.
- The school makes good use of the additional Primary School Sport funding provided to raise standards in physical education and pupils' physical well-being. Additional resources have been purchased and a new sports coach is helping to teach physical education lessons and support out-of-school activities. Physical education lessons are well planned and promote pupils' skills effectively. Pupils enjoy opportunities to represent the school in team games and attending the after-school clubs.
- Promoting equality of opportunity and tackling discrimination are at the heart of the school's work. Consequently, this is an inclusive school where pupils get on well together and respect each others' views. The school works well with outside agencies to ensure that pupils whose circumstances make them potentially vulnerable receive the extra support they need. The school has a strong sense of community.
- Pupils' spiritual, moral, social and cultural development is good and reflected in all aspects of the school's work. The school provides a stimulating curriculum which makes good use of the outside learning environment to provide first-hand opportunities to learn and take responsibility. There is a key focus on promoting basic skills in reading, writing and mathematics but leaders are aware that pupils do not always have enough opportunities to extend their learning in mathematics through practical and problem- solving experiences.
- The local authority has provided effective light touch support and has brokered productive support with other schools to share good practice.
- Statutory safeguarding requirements are met.
- **The governance of the school:**
 - Governors express a passion and high ambition for continued school improvement. They know the strengths of the school and areas for further development and have rapidly developed their role in monitoring and evaluating information on pupils' progress. As a result, they are well aware of how the school is performing. They are not afraid to hold the school to account and have developed appropriate links to key areas of the work of the school. Governors know how senior leaders have eliminated weak teaching through their discussions with senior leaders, pupils' progress updates and analysis of pupils' work. They have been actively involved in strategic decisions, such as reducing the number of classes over the past year and re-organisation within the school. Effective use is made of the differing skills of governors.
 - The governing body has ensured the pupil premium funding has been spent wisely, including purchasing extra resources for mathematics, one to one and small group support. It has taken decisive action about the budget and how to deploy staff, and are fully aware of the link

between teachers' pay and performance and ensure that relevant training for staff and governors occur. For example, governors have accessed up-to-date training in safer recruitment, financial management and training for governors new to the role.

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	121502
Local authority	North Yorkshire
Inspection number	425838

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	81
Appropriate authority	The governing body
Chair	Daphne Smith
Headteacher	Rebecca Bainbridge
Date of previous school inspection	23 February 2012
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