

Tickton C of E Voluntary Controlled Primary School

Main Street, Tickton, Beverley, HU17 9RZ

Inspection dates 11–12 February 2014

Overall effectiveness	Previous inspection:	Good	2
	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 progress of some pupils, especially the less able in Key Stage 1, has been too slow and pupils have fallen behind.
- Standards overall in reading, writing and mathematics in Key Stages 1 and 2 have not risen since the previous inspection. Pupils' progress has been too variable since the previous inspection.
- Too little attention is given to spelling, grammar, punctuation and extending pupils' vocabulary, and so pupils' skills by the end of Year 6 are not good. Pupils have too few opportunities to write for different purposes.
- Targets to improve teachers' performance do not focus well enough on raising standards.
- The quality of teaching is not consistently good enough, especially in Key Stage 1 and Year 3. Pupils' learning is sometimes held back because teachers set work that is too easy and pupils are not always clear about how well they are doing or how to improve.
- Subject leaders and teachers are not yet fully involved in checking how well pupils are learning.
- Leaders' views of how good the school is are not accurate.
- Plans for improvement and checks on the quality of teaching do not focus sharply enough on how well pupils learn.

The school has the following strengths

- Pupils behave well in lessons, in the playground and around the school.
- Pupils feel safe and like their school.
- Relationships are good at all levels.
- Children in the Reception class get off to a good start because of good teaching and high levels of care and support.
- A strengthened leadership team, including governors, is starting to tackle weaker performance successfully and give the school clearer direction.
- Teaching is good in Years 5 and 6 and pupils make good progress in these years.

Information about this inspection

- The inspectors visited 13 lessons taught by seven teachers; two were joint observations with the headteacher.
- They held meetings with governors, staff and pupils and talked to a representative of the local authority.
- Inspectors listened to three pupils in Years 1 and 2 read.
- They observed pupils' work in all classes, especially focusing on Years 2, 3, 5 and 6.
- Inspectors studied a range of documents including: the school's own evaluation documents; plans for the school's future development; outcomes of leaders' monitoring of lessons and monitoring records; minutes from a recent visit by a school improvement officer from the local authority; safeguarding policies and records; the school's analysis of data on pupil progress; and attendance information.
- The 70 responses on the online questionnaire (Parent View) were analysed. Inspectors also studied outcomes of recent questionnaires sent out to parents from the school and questionnaires completed by staff.

Inspection team

Derek Pattinson, Lead inspector

Additional Inspector

Claire Fisher

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well-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.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- There have been changes of staff since the previous inspection, including the appointment of a new headteacher and a newly qualified teacher. The senior leadership team has been extended.
- The Year 2 and Year 3 classes are both taught by two teachers.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better to accelerate progress and raise attainment in reading, mathematics and especially writing by:
 - ensuring that all teachers know what outstanding teaching looks like
 - making sure that no learning time is wasted and activities are always hard enough for pupils
 - checking that pupils always know their targets and that teachers' marking always helps them improve
 - giving more attention to improving pupils' spelling, grammar and punctuation, extending their vocabulary, and providing more opportunities for pupils to write for different purposes
 - making sure that pupils always have opportunities to share what they have learnt, and make it known to teachers what they are unsure about so that teachers can build carefully on what pupils already know.
- Strengthen the effectiveness of leadership and management in order to increase the pace of school improvement by:
 - ensuring that plans for improvement are sharply focused on pupils' learning so that their impact can be rigorously evaluated
 - developing the role of subject leaders to enable them to check regularly on how well pupils learn in lessons so that they can fully hold teachers to account for pupils' achievement
 - ensuring that leaders focus sharply on how pupils of different abilities learn when they check the quality of teaching to ensure that all pupils are effectively challenged
 - ensuring that targets to improve teachers' performance focus sharply on driving up standards and accelerating pupils' progress
 - building on the good progress already made to ensure that the governing body holds the school to account as effectively as possible.

Inspection judgements

The achievement of pupils

requires improvement

- Too few pupils make good progress, especially the less able pupils in Key Stage 1 and all pupils in Year 3. As a result standards by the end of Years 2 and 6, given pupils' previous starting points are too low. Although many pupils are now making good progress, especially in Years 5 and 6, some are still catching up for learning in the past that has been inconsistent.
- Children start school with skills and knowledge that are typically below those expected for their age, especially in language, communication and social skills. The warm, caring, supportive approach of all adults in the Reception class, combined with good teaching and provision, ensures that they make good progress in developing the knowledge, skills and understanding they need to learn well in Key Stage 1. As a result they are close to the standard expected when they move into Year 1.
- In Key Stage 1, standards have been average in reading, writing and mathematics for five years, with little sign of improvement in 2013. Furthermore, the progress of some pupils, especially the less able, has been too slow and they have fallen behind until recently. However, they are now starting to catch up. This is because leaders have improved their checking procedures of how much progress pupils are making. As a result those falling behind are given immediate support, which is helping them make faster progress.
- In Key Stage 2 school data shows that pupils' progress in reading, writing and mathematics is accelerating in most years as a result of the renewed focus on the need to drive up standards. However, inspection evidence from a scrutiny of pupils' work reveals that progress is too varied across this key stage. Pupils make the most progress in Years 5 and 6, where it is mostly good, and the least in Year 3, especially in mathematics, where work is often too easy to enable many pupils to make expected progress. Nevertheless, in Year 6 in 2013, the proportions of pupils making expected and better than expected progress were average in reading, writing and mathematics, showing that those who had fallen behind had made up lost ground.
- Standards in spelling, punctuation and grammar are not good because they, and opportunities to extend pupils' vocabulary, are given too little emphasis. However, in 2013, pupils in Year 6 achieved average standards in the national test.
- The achievement of the most able pupils is improving. Achievement is now similar to the picture nationally in reading and mathematics. Indeed the most able pupils performed a little better than nationally at Key Stage 1 in reading and mathematics in 2013. However, in Years 2 and 6 in 2013, fewer pupils than nationally reached the higher levels in writing. This is because opportunities for them to write for different purposes are too few in some classes.
- The achievement of pupils with a disability or who have special educational needs was below that of this group nationally in 2013. However, their progress is now accelerating because of the targeted individual support that they receive. This shows too that equality of opportunity is being promoted better. Pupils receiving support through the pupil premium, including those eligible for free school meals, are too few in number to enable valid comparisons with the progress of other pupils to be made.
- In the most recent national checks at the end of Year 1 on pupils' ability to link letters to the sounds they make (phonics), from below-average starting points, more pupils achieved the expected standard than nationally. Most pupils make at least expected progress in learning to read accurately and fluently as they move through the school. As a result the proportion of pupils reaching the expected and higher levels in reading by the time they leave Year 6 is rising. However, in 2013, proportions reaching the expected and higher level in reading matched the national picture.

The quality of teaching requires improvement

- The quality of teaching varies between classes in Key Stages 1 and 2. Teaching has not been consistently good enough to drive up standards.
- Pupils do not always learn at a good rate. This is because work is sometimes too easy, especially in mathematics, which prevents pupils from making good progress. Sometimes pupils do not know how well they are doing in order to see how much progress they are making. Some learning time that would enable pupils to make the best possible progress is wasted. Pupils are sometimes unsure of their targets to help them reach the next step in their learning. Marking does not always make it clear enough to pupils what they need to do to improve. Pupils sometimes do not have opportunities to share what they have learnt and make it known to teachers what they are unsure about so that teachers can build carefully on what they know.
- Despite having to accommodate staffing changes since the previous inspection, school leaders have begun to address some of the weaker teaching practice, although some still remains. Some teaching, such as in the Reception class and Years 5 and 6 is consistently good. Nevertheless, teaching is still too variable with good teaching, teaching that requires improvement and inadequate teaching observed during the inspection. No outstanding teaching was seen.
- The teaching of reading and writing is increasingly effective. Pupils are heard to read often to help their skills to develop. Pupils are now provided with more opportunities to write for different purposes. For example, pupils in Year 2 find and organise information to help them write a report while those in Year 6 identify features of persuasive writing. However, too little attention is given by some teachers to improving pupils' spelling, grammar and punctuation skills and pupils have too little opportunity to write for a wide range of purposes. These weaknesses hamper pupils' achievement in writing.
- Most teaching in the Reception class is good and ensures that children make a good start to their learning. Most adults work hard to engage children in conversation, stimulate their curiosity, extend their knowledge and develop important skills. For example, children build a spiders web in the school grounds, make a ham and cheese sandwich in 'le Café Francais', make a book about London and use information and communication technology to choose appropriate clothes for wearing at the beach.
- Good teaching was seen in the Early Years Foundation Stage and Key Stage 2, especially in Years 5 and 6. For example, in the Year 5 class, pupils of all abilities made good progress in recognising, naming and describing two-dimensional shapes. This was because the lesson built skilfully on previous learning, pupils were given opportunity to think and share knowledge of what had been learnt and the teacher's brisk pace and lively presentation enthused and inspired pupils. In another good lesson in the Year 6 class in which pupils were solving measurement problems, work in groups was set at the right level, which enabled them to make good progress.
- Strong relationships underpin learning and teachers give their pupils much encouragement. This ensures that in almost all lessons pupils are keen to learn and there is a good learning atmosphere. Most teaching assistants skilfully ensure that pupils with special educational needs now make progress which is at least similar to other pupils.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Relationships are good at all levels. This is confirmed by school records, observations and discussions with pupils.
- Pupils enter the hall for assemblies quietly, listen respectfully and answer politely. An assembly about 'helping one another in times of trouble' using the story of the 'Good Samaritan' captured pupils' attention and reinforced the importance of friendship, love and support. Indeed, spiritual, moral, social and cultural development, with its strong emphasis through the school motto of 'learning and growing together', on the importance of care and consideration for others, is at the heart of the school's work.
- Pupils' good behaviour is making a significant contribution to their willingness to persevere with tasks to help them make progress. Indeed, almost all pupils have positive attitudes to learning.

Classrooms are calm and orderly and most pupils apply themselves well, such as when undertaking work on their own. When pupils are particularly motivated by the task, pupils' attitudes are especially positive, such as when Year 5 pupils were sharing views about recycling and engaged in a one-minute challenge using persuasive language.

- Behaviour is almost always managed well. However, pupils lose interest and focus on their learning when given work which does not inspire them and is not matched to their needs. This was observed in a Year 3 mathematics lesson in which pupils made limited progress. Very occasionally pupils demonstrate inappropriate behaviour but pupils say that it 'almost never interferes with their learning'. Most parents and pupils are unreservedly positive about behaviour. Pupils like the system in place to reward them for their efforts.
- Most pupils say that they give the school at least nine marks out of 10 because 'teachers make you feel welcome', 'always try to sort out any problems', 'ask how you feel' and 'try their best to help you'. They clearly enjoy school, which helps to explain their good punctuality and improving attendance, which is above average.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and secure and understand the importance of safe practices. For example, they comment positively about the work of buddies and play leaders, know about the dangers posed by the internet and say they have contributed to safety rules, such as ensuring they walk on the left in the school's narrow corridors. They have good understanding of different forms of bullying, say that it 'rarely happens', but that, when it does, all adults follow the behaviour code and apply sanctions consistently. They say there is 'absolutely no racism' in school.

The leadership and management requires improvement

- Leadership and management require improvement because some of the many improvements a strengthened leadership team has introduced, such as to accelerate pupils' progress in all years and to raise standards in writing, have yet to improve the school so that it is good. Subject leaders do not yet fully hold teachers to account for pupils' achievement. The school's plans for improvement are not sharply focused on pupils' learning to ensure that rapid progress towards their achievement can be measured accurately. As a result, the drive for the school to become good is not rapid enough. The governing body is improving rapidly its ability to hold the school to account. However, it has not yet ensured that targets to improve the performance of teachers focus sharply on raising standards and accelerating pupils' progress. As a result, it is not yet fully effective in leading the school's direction.
- Nevertheless, an extended senior leadership team, led by a respected headteacher, provides an effective steer for the school's work, and has already begun to raise standards. For example, they have raised the standards of the most able. Leaders are well supported by all staff and increasingly challenged by governors. There is good team spirit and all are committed to continued improvement. However, leaders' evaluations of how good the school is are not accurate.
- The local authority has worked effectively with teachers and the governing body to help provide well-focused challenge and support, which has helped move staff and governors forward. A new teacher has been successfully introduced to the school's way of working and teaching practices.
- The leadership of teaching requires improvement. Staff development is not yet linked well enough to improving the performance of teachers. Links between performance and pay progression are not explicit enough. Finally, checks of teaching undertaken by leaders do not focus sharply enough on how well pupils of different abilities learn to help ensure pupils make the best possible progress.
- Regular arrangements for assessing pupils' skills from their start in school to when they leave and rigorous reviews of test results provide leaders with much accurate information about how well pupils are doing. They use this information well to give immediate support to those falling behind and to set challenging targets to help accelerate progress. These arrangements provide evidence of leaders' successful drive to raise standards.

- Subject leaders increasingly know what is working well and what needs doing to improve achievement further. Their roles have been strengthened so that they are increasingly held to account for the progress pupils make. However, they are not yet checking regularly on how well pupils learn in lessons.
- Topics and themes, such as, 'Art in Heaven', visits to places like Eden Camp and Beverley Minster, and clubs, such as gymnastics, judo and recorders, provide evidence of a varied curriculum, which pupils enjoy. However, some worksheets do not inspire them with a love of learning.
- Good financial management ensures that the new primary school sports funding has been used wisely. For example, resources have been improved and extra sporting events organised, such as to teach badminton to Years 5 and 6. Additional staff training has included opportunities to work alongside coaches, such as in athletics. As a result pupils are developing healthy lifestyles, better physical well-being and are starting to improve their performance.
- Safeguarding and child-protection arrangements meet all statutory requirements. For example, arrangements to access the building are secure to ensure that pupils are safe.
- Parents are supportive of the school. However, a small minority hold negative views, such as about the information they receive about their child's progress and the response from the school when they raise concerns. Inspectors found no evidence to support these minority views. A small number of parents believe that the school is not well led and managed and disagree that their children make good progress. Inspectors found that these areas require improvement.
- **The governance of the school:**
 - The governing body is steadily increasing its involvement in the work of the school. For example, a record is kept of links with the school that provide evidence of regular visits by individual governors. Furthermore, pupil premium funding is carefully targeted to ensure that the very small number of pupils who receive this funding are well supported. Some governors have attended workshops held for parents, such as on 'calculation' in mathematics. The curriculum and standards committee now has a rolling programme of developments to help them improve their skills and check on the progress that pupils make. It knows too where weaknesses in teaching lie and how teachers' performance is measured. As a result of these initiatives, the governing body is rapidly developing its ability to hold the school to account effectively. However, not all governors are equally knowledgeable about what is working well and what needs doing. As a result the governing body is still not fully effective in leading the school's direction and holding it to account.

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	117995
Local authority	East Riding of Yorkshire
Inspection number	431334

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	221
Appropriate authority	The governing body
Chair	Mark Shingles
Headteacher	Christine Brown
Date of previous school inspection	13 May 2009
Telephone number	01964 542498
Fax number	01964 544949
Email address	tickton.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 2014

