

# Settle Church of England Voluntary Controlled Primary School

Bond Lane, Settle, North Yorkshire BD24 9BW

**Inspection dates** 19–20 January 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and teachers demonstrate dogged determination and concern for every child. Consequently, pupils succeed in this caring and welcoming school.
- Teaching is good. Teachers push pupils to work hard, resulting in good progress.
- Almost all pupils make the progress expected from their starting points, and many make more than expected progress in their learning.
- Pupils enjoy school. Leaders have created a cohesive school community where pupils feel safe, develop good personal and social skills, and are prepared well for life in modern Britain.
- Children make good progress in the early years. Teachers involve parents fully in their children's learning so children get off to a good start.
- Committed governors fulfil their safeguarding and other statutory duties.

### It is not yet an outstanding school because

- Attainment is only just bubbling above the average because not enough pupils reach the highest levels. Teachers' expectations of the most-able pupils can be raised still further.
- Gaps in attainment between disadvantaged pupils and their peers have not closed.
- Leadership responsibilities are too concentrated at the top, so a few people have too much to do. This holds back the rate of school improvement.
- Leaders and governors do not evaluate the school's performance deeply enough, so action plans are not sharply focused.

## Full report

### What does the school need to do to improve further?

- Share leadership responsibilities more widely so that senior leaders have more time to focus on the most important improvement priorities.
- Sharpen self-evaluation and improvement planning, by:
  - evaluating more deeply and at regular intervals the relative performance of groups of pupils in all classes
  - presenting information in a format that is accessible to the governing body, so governors can more easily identify gaps in performance and better challenge school leaders
  - making sure progress measures in action plans are sharply focused on pupils' learning and achievement.
- Further improve outcomes, by:
  - making sure that the most-able pupils are challenged even further so that more pupils achieve above expected levels

## Inspection judgements

### Effectiveness of leadership and management is good

- Pupils achieve well in this caring school because leaders are persistent in their efforts to meet the needs of each one.
- Leaders track the performance of each pupil carefully, so they notice if any pupil is not making as much progress as they should. Teachers and leaders plan extra support where it is needed, and this is effective in helping pupils to keep up and catch up. Leaders set ambitious targets for individual pupils.
- There is a real compassion around disadvantaged pupils, disabled pupils, those with special educational needs and those categorised by the school as vulnerable. The needs of these pupils are generally well met through a wealth of strategies such as therapeutic play with building bricks and the 'busy writers' programme.
- The appointment of a highly valued home school liaison worker has begun to relieve leaders of some of the demanding work they do to help the most vulnerable pupils. However, the headteacher still takes on much of this work, as well as the management of provision for special educational needs, and this hampers his ability to focus on the most important school improvement priorities.
- The acting deputy headteacher has been effective in driving improvements in English and mathematics. Pupils' writing has improved in its accuracy because of the emphasis on teaching grammar, punctuation and spelling. Pupils' calculation skills have improved because of the training, guidance and resources the leader has provided for teachers. The acting deputy headteacher juggles the teaching of Year 6 with her leadership of English and mathematics so the pace of improvement is not as fast as it could be.
- Leaders hold teachers to account for the quality of their teaching and set challenging targets for teachers. Leaders make checks on the quality of teaching by observing lessons and conducting 'learning walks'. These checks have not been frequent enough in the past but are becoming more regular. Leaders' other responsibilities have sometimes kept them from carrying out this most important work.
- Leaders do not analyse attainment and progress information deeply enough. This means that leaders are unable to fully assess whether the gap is closing between disadvantaged pupils for whom the pupil premium funding is available, and other pupils.
- Leaders ensure pupils receive a varied, interesting and relevant curriculum that engages pupils well. Pupils enjoy learning visits to the zoo and a Roman museum, for example, and benefit from residential visits that build confidence and independence. A range of appealing extra-curricular activities are well attended and valued by both pupils and parents.
- Effective use is made of the sports premium funding to provide coaching and a wide range of sporting opportunities such as tag rugby, for which the school has earned Rugby Football Union Accreditation, cross-country running, tae kwon do and judo. The school is sharing its considerable expertise in judo with other local schools.
- The local authority has identified the school's main strengths and relative weaknesses in pupils' outcomes, but has not challenged leaders effectively.
- **The governance of the school**
  - Governors are committed and active. They make a strong contribution to the vision and strong Christian ethos of the school, promoting important links with the community.
  - Individual governors visit the school to receive reports on various aspects of the school's work such as sport and special educational needs. However, because the governing body does not ask for detailed enough information, this limits governors' understanding of where there are gaps between the performance of groups such as disadvantaged pupils, and therefore governors cannot account fully for the impact of the pupil premium funding.
  - The governing body fulfils its statutory responsibilities, including making sure that pupils are kept safe by regularly checking on the school's arrangements for safeguarding. They check that funds are well managed and compare spending with that of other schools so they can question leaders about spending decisions.
- The arrangements for safeguarding are effective. Checks are made to ensure that those who are employed by the school and those who volunteer are suitable. Risk assessments are carried out to make sure, for example, that the playground is safe for pupils and that adults are vigilant. A bullying log is kept to keep a track of any incidents and ensure that they do not continue.

## Quality of teaching, learning and assessment is good

- Almost all pupils make good progress. This is because teachers assess pupils' learning accurately so they know each pupil well. This enables teachers to plan work that is well matched to the range of abilities in their classes. Though pupils are generally challenged well in lessons, there is still scope to raise the bar further for the most-able pupils.
- Teachers provide a range of interesting activities which engage pupils. When pupils write, for example, they are provided with a purpose and audience to draw them into the task. Teachers make good use of a range of resources, including mathematics equipment, to engage pupils and help them learn effectively.
- Most pupils write to a good standard and their sentences are becoming increasingly accurate. This is because teachers teach them well about grammar, punctuation, spelling and handwriting, and insist that pupils always produce their best and neatest writing. Consequently, pupils take pride in their presentation and many workbooks are immaculate.
- Many teachers provide a high quality of feedback so pupils identify their mistakes and correct them. This feedback also enables pupils to think about how they can improve their work. Most teachers are diligent in checking that pupils are remembering to use their targets to improve work. One pupil said, 'If we are struggling, teachers give us just enough information, not too much, not too little.'
- The teaching of phonics (letters and their sounds) enables almost all pupils to reach the expected standard by the end of Year 1, and the few who do not, go on to catch up in Year 2. This contributes to good outcomes in reading.
- Inspectors saw some good-quality questioning by teachers that required pupils to explain their answers. Teachers are gradually improving pupils' reasoning skills in mathematics as they ask pupils 'why'. Questioning observed in one class was not as strong because it was restricted to narrow and factual answers. Some teachers too often only choose pupils with their hands up to answer, denying more reticent pupils the opportunity, but all pupils regularly engage in discussion through the use of the 'talk partners' strategy.
- Teaching assistants provide valuable support in lessons and deliver effective intervention for those pupils who are disabled or have special educational needs, as well as catch-up programmes for pupils if they are falling behind.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy school and display high levels of confidence because of the nurturing environment and constant encouragement by adults. There is a great sense of community. Many pupils hold doors open for adults and their peers and do jobs without being asked.
- Pupils demonstrate good attitudes to learning, saying that their teachers push them to work hard.
- Parents are extremely positive about the care and support leaders, teachers and other adults provide. A large number of parents' comments about this aspect of the school's work were glowing.
- Leaders and teachers provide deliberate and purposeful opportunities to promote pupils' spiritual, moral, social and cultural development. The school is taking proactive steps in preparing pupils for life in modern Britain. This work is rooted in the schools' Christian ethos and is threaded throughout the curriculum. Pupils benefit from cultural assemblies, inter-faith visits and strong links with a school in South Africa.
- Pupils show tolerance and courtesy for others, and demonstrate a good understanding of what it means to respect those who are different. Some older pupils are able to relate what they know from topics covered in school, such as the Second World War, to modern day issues such as extremism. They talked to inspectors about women gaining the right to vote, and how they learned about terrorism, saying prayers for the citizens of Paris in assembly. They understand that if they do not wish to pray in assembly, they can sit and reflect instead.
- Many pupils have a good understanding of democracy because of the way school councillors are elected. Teachers listen to pupils, who begin to understand how they can change things as teachers take on board their ideas and requests. For example, the school council has been successful in securing rugby posts in the grounds and netball kits. All pupils can contribute their ideas through the suggestion box.

- Teachers make sure that children know how to stay safe. Older pupils demonstrate a good understanding about e-safety. However, some younger pupils are less knowledgeable about this.

### Behaviour

- The behaviour of pupils is good.
- Pupils follow routines well. Pupils' behaviour in classrooms and around the school is sometimes exemplary. They are calm and quiet, demonstrating good manners while they eat their lunch. Playground 'buddies' wear hi-vis jackets and understand their responsibilities to look after younger children. They help those who wait at the 'buddy stop' to join in.
- Bullying is rare. Pupils and parents are confident that misbehaviour is dealt with effectively. Pupils told inspectors that occasional 'silly' behaviour is dealt with quickly. Pupils understand right and wrong and that poor behaviour leads to consequences.
- Leaders have been successful in improving attendance over the last two years to a point where it is a little above average. Few pupils are persistently absent and effective procedures are in place to address persistent absence when it occurs.

### Outcomes for pupils

are good

- Pupils achieve well because of the good teaching they receive.
- By the time pupils leave the school, most are ready for the next stage of their education because they have met or exceeded the expected standards in reading, writing and mathematics.
- Over the last two years, progress and attainment in mathematics has not been as strong as in reading and writing. Any weaknesses in mathematics teaching are being effectively addressed so pupils currently in the school are making good progress. Pupils in Year 6 in particular have made rapid progress this year so far.
- School leaders can explain what is being done to support disadvantaged pupils, who make up about a fifth of the school's population. Most of these pupils are making at least expected progress, but progress is not accelerating to close the gap quickly. Leaders have not been analysing assessment information well enough for them to be able to properly judge how well the school is doing with this group of pupils.
- Disabled pupils and those with special educational needs are generally making good progress. Leaders and teachers provide a high level of support and care for these pupils and their compassion is compelling.
- The proportion of pupils reaching higher levels of attainment reflects the national picture. There is still scope for challenging the most-able pupils further in lessons so that more of them make very rapid progress and attain above or well above the average.

### Early years provision

is good

- Leadership of the early years is good. The leader has established strong, accurate assessment systems. Consequently, teachers know each child well and plan children's next steps for learning effectively.
- The electronic assessment system is popular with parents because it gives them access to information about what their children are learning and parents can add comments. Parents support children with home reading and learning words and letters. Home visits, prior to children joining nursery, help staff to build a picture of the children's skills, knowledge and interests.
- All the early years welfare requirements are in place and safeguarding is effective.
- A notable proportion of children enter the nursery with skills, knowledge and understanding below that which is typical for their age. Many lack independence and social skills to support their learning effectively. By the end of the early years, outcomes compare well with national figures and in 2015 were above average. Almost all pupils make at least typical progress and many make better progress.
- Focused group teaching is effective in enabling children to progress with their basic reading, writing and number skills. The children's books show good progress in writing and the emphasis on practising and applying number skills is resulting in good progress in mathematics.
- Teachers have high expectations of children in the nursery where very young children learn to play and explore well. Children were observed using the train set to join carriages and load trucks together, while adults joined in to deepen and extend learning.

- Some pupils in Reception class concentrate for prolonged periods of time on well-designed activities. Others flit between activities and do not always engage deeply enough to be challenged. During the inspection, behaviour was sometimes a little boisterous in Reception class, particularly when children moved between activities at transition times. However, by the end of the Reception year, most pupils meet or exceed expected levels in their personal and social skills and in the basic skills of reading, writing and numeracy.

## School details

<b>Unique reference number</b>	121587
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10007010

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gillian Gape
<b>Headteacher</b>	Richard Wright
<b>Telephone number</b>	01729 822019
<b>Website</b>	<a href="http://www.settle-pri.n-yorks.sch.uk">www.settle-pri.n-yorks.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@settle-pri.n-yorks.sch.uk">admin@settle-pri.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	16–17 November 2010

## Information about this school

- Settle CE VC Primary School is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils for whom the pupil premium provides support is a little below the national average. The pupil premium is government funding provided for those who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are of White British heritage. There are very few pupils who speak English as an additional language.
- The percentage of pupils who enter or leave the school mid year or some time other than nursery or Reception is a little higher than average. Seventeen pupils have entered the school at times other than the normal entry time since September 2013.
- The percentage of pupils with special educational needs (SEN) support is about half the national average, while the proportion of pupils with an SEN statement, or education health and care (EHC) plan, though small, is above average.
- The school meets the current floor standards. These are the minimum expectations of pupils' achievement, set by the government.

## Information about this inspection

- Inspectors visited most classes more than once to observe teaching and learning. Several of these observations took place with the headteacher and two with the acting deputy headteacher.
- Pupils were questioned about their learning, and workbooks were scrutinised.
- Inspectors met with groups of pupils from Key Stage 1 and Key Stage 2, and observed pupils' behaviour around the school.
- Discussions took place with the headteacher, other leaders and teachers, members of the governing body and two representatives of the local authority.
- Inspectors took account of the 52 responses to the online questionnaire (Parent View) and held brief discussions with parents at the beginning of the school day.
- Seventeen responses to the staff questionnaire were received and analysed.
- Documents were analysed, including the school's self-evaluation statement, school development plans and information about pupils' achievement.
- Records relating to behaviour, attendance and safeguarding were scrutinised.

## Inspection team

Philip Riozzi, lead inspector	Her Majesty's Inspector
Diane Reynard	Ofsted Inspector
Elizabeth Lawley	Ofsted Inspector

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