

Bugthorpe Church of England Voluntary Controlled Primary School

Bugthorpe, York, North Yorkshire, YO41 1QQ

Inspection dates 22–23 March 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
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 place pupils' needs at the heart of the school, enabling them to make good academic progress and wider personal development.
- Creative approaches to teaching and learning promote high levels of pupil engagement that are leading to increasing rates of progress.
- Leaders establish a culture of mutual support and respect where pupils conduct themselves in a caring and responsible manner. As a result, pupils' personal development, behaviour and welfare is outstanding.
- Through stronger support and improving teaching, pupils who have special educational needs or disability and disadvantaged pupils are making better progress.
- The arrangements for safeguarding pupils are effective. Teachers promote a culture of safety alongside values of tolerance and mutual respect that prepares pupils well for life in modern Britain.
- The school works effectively with its partner school and the wider cluster and local authority to strengthen leadership capacity, monitor standards and continually improve teaching and outcomes.

It is not yet an outstanding school because

- Actions to promote the development of extended writing have not been fully embedded, leading to inconsistencies in the quality of writing.
- Monitoring systems do not always clearly identify the actions that teachers can best take to improve the quality of teaching, learning and assessment.
- Progress and attainment in mathematics at Key Stage 1 is not yet strong enough.

Full report

What does the school need to do to improve further?

- Further strengthen the quality of leadership so that the monitoring of teaching, learning and assessment clearly supports pupil progress by:
 - refining the lesson observation process to give teachers sharper advice on how they can best improve teaching to enhance progress in key areas, such as key stage 1 mathematics
 - consistently implementing the school assessment policy
 - building on the actions to improve the performance of pupils with special educational needs to ensure similar rates of progress to other groups of pupils.

- Further increase the number of pupils making stronger progress in the quality of their writing by:
 - providing pupils with wider opportunities to experience a range of genres
 - increasing opportunities for extended writing in a range of subjects
 - challenging spelling inaccuracies more robustly.

Inspection judgements

Effectiveness of leadership and management is good

- The executive headteacher has established a positive ethos that actively promotes the personal, social and academic development of all children at the school. Children feel valued and supported and as a result develop effective personal, social and emotional attributes and make good progress.
- The executive headteacher has strengthened leadership capacity through the development of assistant headteachers and subject leaders, enhancing the ability to drive continuing improvement. A collaborative approach pervades the school's activities, with teachers willing to share and act upon good practice.
- School self-evaluation is accurate. Cross-moderation with partner schools and the local authority has led to increasing accuracy in assessment of standards. Subject leaders are aware of strengths and areas for improvement.
- Regular lesson observations are identifying strengths and areas for improvement on a more regular basis. Staff are open to challenge and respond to the developmental culture being established. On occasions, feedback could focus upon those aspects of teaching that would have the most significant impact upon improved progress.
- Performance management arrangements are robust. Teachers are given targets that address whole-school priorities, pupil progress and individual priorities. Professional development opportunities and regular collaboration supports staff in meeting their targets and staff have regular opportunities to lead improvement work at their own school and at their partner school.
- The leadership of pupils with special educational needs or disability is good. Their needs are swiftly identified and effective programmes are put in place to support their learning. As a result, they make good progress.
- The curriculum is broad, balanced by a creative focus that promotes the engagement of all children. It successfully addresses their needs and interests. Work in English and mathematics is supported by creative activities across the curriculum and engagement with outdoor spaces. A range of extra-curricular activities, educational visits and residential trips for Year 6 further extends pupils' knowledge and promotes their personal and social development.
- The provision for pupils' spiritual, moral and cultural development is strong. The Christian ethos of the school, underpinned by 12 core values, provides pupils with a clear spiritual and moral focus. They have an awareness of other world religions and cultures and show consistent signs of being respectful and considerate of other people. In this respect, they are prepared well for life in modern Britain.
- Funding from the government to promote sport and increase physical activity is being used successfully to increase participation in competitive sport across the partnership as well as developing pupils' skills.
- The local authority provides support for the school in providing an external review of the quality of provision and of standards of pupils' work. Additional work to strengthen leadership and subject expertise takes place with the Wolds cluster of schools. The school itself provides support to another school to develop leadership and the quality of teaching.
- **The governance of the school is good**
 - The governing body knows the school well and has an understanding of its strengths and areas for improvement. Monthly governor visits provide it with insights into the quality of teaching, work in books and pupil progress. Joint governor meetings with a partner school have added further scrutiny and expertise. As a result, governors provide effective support and challenge.
 - Governors are aware of the school's use of additional funding and its impact upon progress. They have a particular knowledge of the effectiveness of the school's actions to support pupils who have special educational needs or disability.
- The arrangements for safeguarding are effective. Pupil welfare is at the heart of the school and leaders take their responsibilities to keep pupils safe seriously and this is acknowledged by parents. Procedures are clear and rigorous, staff training is up to date and leaders act swiftly upon any concerns.

Quality of teaching, learning and assessment is good

- The quality of teaching is good. Teachers combine creative learning opportunities with opportunities for more formal teaching. They manage the transition between activities effectively. As a result, time is used efficiently and pupils are motivated and make good progress.

- Teachers ask questions that deepen pupils' thinking and encourage them to explain the reasons behind their comments. Dialogue is openly encouraged, and pupils are willing to venture thoughts and opinions. In mathematics, pupils were encouraged to explain their reasoning and select the methods that would most effectively help them to solve problems. Phonics (letters and the sounds that they make) puzzles actively encouraged pupils to locate words with particular sounds around the school site, before settling to use those words in sentences.
- Feedback in lessons helps pupils to deepen and extend their thinking, while comments in books helped pupils to improve the structure of their writing. However, on occasions too many spelling errors go unchallenged and this undermines the quality of writing.
- Pupils with special educational needs benefit from interventions delivered by teaching assistants that are focused closely upon their needs. Effective planning ensures that support work is closely matched to the work undertaken in class to support continuity and progression.
- Teachers plan work that engages pupils and fosters enjoyment in their learning. As a result, pupils are consistently interested and motivated and acquire skills and knowledge at a good rate.
- Appropriate homework is set for pupils of all ages that is linked to their school work. The school actively encourages parental participation in the completion of additional work. One parent discussed how homework related to more demanding novels had supported their child's reading development.
- Teachers assess pupils' work accurately over time and have a good understanding of the individual needs of pupils. Their ongoing moderation work with partner schools has strengthened their ability to accurately assess work.
- On occasions, work set does not provide a level of challenge to accelerate progress of the most-able pupils. In some lessons, a reliance on worksheets and templates reduced opportunities for pupils to expand their thoughts and produce higher-level work. When pupils were given the opportunity to extend their research and writing, as seen in the study of Romans in history, they showed the capacity to reach high standards.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is outstanding. Pupils are confident and assured and display a happy and contented approach to learning. The school's work on emotional literacy further enhances their development. This is evident from the Nursery and early years through to Year 6. The articulate their thoughts confidently as they feel valued and know that their views will be valued.
- Pupils talk about a family atmosphere where pupils from different year groups willingly work and play together. Their attitudes to learning are exceptional. This is evident in classrooms and at play. They are curious, engaged and can work independently because teachers actively promote these qualities through their planning and teaching.
- Pupils' physical well-being is promoted through a range of sporting activities and outdoor activities. Their learning is regularly enhanced by engagement with outdoor activities. During the inspection, nursery children exercised outdoors, key stage 1 children engaged in outdoor phonics puzzles and key stage 2 children took part in gardening.
- Pupils are able to discuss personal safety and reflect upon the measures that the school takes to help them keep safe.

Behaviour

- The behaviour of pupils is outstanding. They conduct themselves in an orderly, considerate manner and show respect for one another and adults.
- At lunchtimes and at play, pupils cooperate in enthusiastic but never boisterous ways. They are extremely polite, holding doors open for one another and adults and showing politeness in play, even when not closely supervised. Inspectors observed pupils requesting 'can I have some gingerbread please' when independently role playing activities as shop assistants and customers.
- Absence rates are low and pupils are punctual to school in the morning and when arriving at lessons.

Outcomes for pupils

are good

- Children enter the early years with knowledge, skills and abilities that are broadly typical for their age. As pupils move through key stages 1 and 2 they make good progress. This is supported by current school progress information and a scrutiny of pupils' work, alongside their responses in lessons. This is particularly evident in the larger cohorts in years 1, 3 and 4.
- The proportion of pupils achieving the expected standard in phonics screening was below that recorded nationally and represented a decline on previous years. However, the current cohort are making good progress and are in line to achieve considerably higher outcomes, reflecting good progress in their reading skills, as has been achieved in previous years.
- The current progress of pupils reflects improvements in the quality of teaching and learning.
- Pupils are making good progress in other subjects, such as history and science, through good planning and opportunities to write.
- The majority of pupils who have special educational needs or disability are making good progress as a result of well-planned intervention activities.
- Disadvantaged pupils are making improving levels of progress and gaps are being narrowed and pupil premium funding is used well to support their progress.

Early years provision

is good

- Children enter the early years with knowledge, skills and abilities that are broadly typical for their age. As a result of thorough planning, well-structured learning and close collaboration with parents, they make good progress. In 2015, the proportion who reached a good level of development was above the national average.
- The curriculum is broad and interesting, with effective opportunities to learn. Creative play informs more-formal learning. Pupils explored sounds around the room and used these for emergent writing. Children were encouraged to progress from broad mark making to finer controls of pens and were keen to write and share their sentences with their teacher.
- The learning environments are well-structured, with different zones promoting counting, measuring and reading alongside a range of motor skills. Teachers use questions to promote dialogue and explanation.
- Outdoor spaces are used creatively to further enhance learning. Pupils walked to the picnic area of the field to skip, dance hop and recite songs.
- The learning journeys are used to record development and progress and parents are actively encouraged to share in the process through the online sharing of materials that profile the learning journey.
- The new nursery provision has strengthened the quality of early years provision by improving continuity and opportunities for progression.
- As a result of thorough planning, effective teaching and close monitoring of progress, pupils are prepared well for key stage 1.

School details

Unique reference number	118000
Local authority	East Riding of Yorkshire
Inspection number	10010995

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.

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	76
Appropriate authority	The governing body
Chair	Claire Garside
Headteacher	Angela Ekers
Telephone number	01759 368247
Website	www.bugthorpeprimary.co.uk
Email address	bugthorpe@eastriding.gov.uk
Date of previous inspection	11–12 April 2011

Information about this school

- The school is much smaller than the average primary school.
- The proportion of pupils known to be eligible for free school meals is well below average.
- The majority of pupils are from White British backgrounds.
- The percentage of pupils who have special educational needs or disability is slightly above average.
- The majority of pupils travel to school by bus from outlying villages.

Information about this inspection

- The inspector observed nine lessons or part-lessons, covering all classes in the school. The executive headteacher accompanied the lead inspector on four of these observations.
- Pupils' behaviour was observed during lessons, lunchtimes and at playtimes.
- The inspector scrutinised work in books and folders and discussed pupils' work with them during lessons.
- Meetings were held with the executive headteacher, two assistant headteachers, subject leaders for English and mathematics, the special educational needs coordinator and the early years foundation stage leader. The inspector also met a group of pupils, representatives of the governing body and a local authority adviser.
- The inspector looked at the school's work and considered documents including the school's self-evaluation, the school improvement plan, curriculum plans and information relating to pupils' achievement and safeguarding.
- The inspector took into account 19 responses to the Ofsted online questionnaire, Parent View.
- The inspector considered the staff and pupil questionnaire responses.

Inspection team

Malcolm Kirtley, Lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. 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.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2016

