

Tickton C of E Voluntary Controlled Primary School

Main Street, Tickton, Beverley HU17 9RZ

Inspection dates	4–5 May 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	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Pupils say they 'love school' and they 'can't wait to come' to this happy, friendly, caring place.
- The headteacher's steely determination and passion to improve the school is shared by all staff.
- Staff and governors' desire for pupils to grow and flourish is reflected in all that they do. Consequently, pupils' love of learning is strongly evident throughout the school.
- Governors are well informed and play an important part in driving school improvement.
- School improvement has been effective since the previous inspection. Leaders have been successful in improving the quality of teaching and learning for all pupils and the school is well placed to improve further.
- Teaching is good and some is outstanding. All pupils, including those who are disadvantaged, make good progress and achieve well.
- Subject leadership is good in mathematics and English. Pupils are working at above age-related expectations throughout the school because the basic skills are taught effectively.
- Provision in the early years is good because it is led and managed very effectively. The early years leader's drive for excellence helps children make a flying start to their learning in the Reception class.
- The curriculum offers a wide range of good-quality opportunities that engage pupils well and develops very positive attitudes to learning.
- Pupils are very respectful and well mannered. Their behaviour and consideration for others is outstanding. They know right from wrong and their responsibility to treat others with consideration and respect.
- Attendance rates are very high; pupils do not want to miss anything at school. Some come in early and benefit from individual support that they say, 'gives us a boost each morning and makes us feel happy'.
- Parents are very complimentary about the school and value the fact that their children are happy and well cared for. They talk positively about the improvements that have been made over the last two years.

It is not yet an outstanding school because

- The level of challenge in subjects other than English and mathematics is not always sufficiently high, especially for the most able, who are well capable of achieving more.
- Links with pre-school settings are not as effective as they might be to help children, especially the youngest ones who may be less secure in their basic skills, make faster progress when they first start at the school.

Full report

What does the school need to do to improve further?

- Improve teaching in all subjects so that more of it is outstanding, by:
 - making sure pupils of all abilities are challenged sufficiently, especially the most able
 - having higher expectations of all pupils in subjects other than English and mathematics
 - giving pupils more opportunities to work on topics that they want to learn about.
- Strengthen, further, the partnership with the pre-school providers so that children, especially the youngest ones, settle more quickly and so make more rapid progress, particularly in their basic literacy and numeracy skills.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher provides strong leadership and has driven school improvement very effectively. She is determined to ensure that pupils achieve well and are happy at school. Leaders have successfully addressed all the weaknesses identified in the previous report and the school is well placed to improve further.
- A positive climate for learning permeates the school. The core values of the school, which include trust and respect, underpin an ethos that promotes high aspirations among staff, pupils and the community. Pupils work in a 'can do' environment where it is acceptable to seek help. Pupils' behaviour and their attitudes to learning are outstanding. Parents and pupils are quite rightly proud of their school and all that it offers them.
- The headteacher has established a culture of high expectations among staff and pupils. She has tackled issues systematically so that improvements are effective and sustainable. Weak teaching has been eradicated although the challenge remains for more teaching to be of the very highest quality. The atmosphere in the school's calm, orderly environment is one of ambition. Pupils work hard, and those who arrive early for extra support value this additional time to boost their confidence and self-esteem so that they can achieve more.
- The headteacher is supported very effectively by other leaders. Strong teamwork ensures a high level of consistency in the quality teaching, learning and assessment and therefore pupils' progress. Subject leaders are involved in improving learning by checking that planning and teaching are good in their areas of responsibility. Staff have had extensive support through mentorship and training to improve their skills in subjects where there has been high focus, namely English and mathematics.
- Through extensive and reliable assessment procedures, teachers have established clear targets for what each pupil should achieve. They follow strict curriculum guidance as to what pupils need to do to develop their knowledge and skills via a step-by-step approach. As a result, pupils make good progress and achieve well.
- The school uses the expertise of external consultants, including those from the local authority, to review the school's performance and steer improvement planning. Leaders, including governors, have an accurate view of the school's performance because they are involved in checking that the actions staff undertake to make improvements have the impact they should. The systems for the management of teachers' performance are implemented rigorously; staff know that pay rises are dependent on the pupils they teach achieving the targets that have been set for them.
- The school uses the funding for supporting disadvantaged pupils effectively to make sure these pupils have the help they need to achieve well. The school makes certain that pupils from families facing hardship are included in all activities and benefit fully from all that the school offers.
- The curriculum introduces topics that hold pupils' interest, with teachers modifying plans when necessary in order to meet pupils' needs more effectively. For example, pupils' work on the suffragette movement, in upper key stage 2, captivated their imagination; as a result, many pupils researched further and reflected through debates how this changed society subsequently. Where pupils drive their learning through topics they want to study, they achieve very effectively. The basic skills of literacy and numeracy, including the application of these skills in other subjects, are high focus. Subjects such as science, history, geography and art do not enjoy the same level of attention and the pupils, particularly the most able, are not challenged sufficiently.
- The school supports pupils' spiritual, moral, social and cultural development well. Pupils have a very good understanding of right and wrong and good awareness of diverse faiths and beliefs. They reflect on what is happening in society by discussing world events, for example how poverty and war impact on communities at home and abroad. They know that pollution is a serious threat to the planet and that they should respect the environment. They proudly show off their well-tended gardens where they grow vegetables to eat and to enter in the local horticultural show each year. Pupils also enjoy a wide range of visits including to places of worship, residential trips and cultural events. Many take advantage of the opportunity to learn to play musical instruments at school or attend other clubs to extend their interests and hobbies.
- There is high emphasis on promoting British values and preparing pupils for the wider world beyond school. They know that the values the school is founded on are intrinsically the same as those that are expected by communities of different faiths and cultures. Their understanding of democracy and citizenship

is extremely well embedded. For example, they believe strongly that everyone should vote in the European Union referendum because, 'you should have an opinion and should use your right to vote'.

- The school uses its physical education and sports funding for primary schools effectively to extend sports provision. Sports coaches add to the range of sports the school offers, including girls' football, athletics and gymnastics. The swimming gala is a much anticipated annual event funded through this money. The pupils are very proud to represent their school in sporting competitions. A high number attend after-school clubs to improve their skills.
- The local authority has provided good support to the school since the previous inspection through regular reviews of its performance, refining development planning and providing training for staff and governors. The school works closely with other schools to share experiences and extend provision.
- Parents who responded to the online Ofsted Parent View questionnaires or sent in texts to express their views are mostly very positive about the school and describe how it has improved since the previous inspection. They particularly value the after-school clubs and the early start each morning for pupils who need extra help.
- **The governance of the school**
 - Following the previous inspection, governors undertook extensive training and revised their constitution and committee structures to place greater emphasis on tracking school improvement. Governors are very passionate about the school and the local community. They want pupils to achieve the best they can and be happy. Governors have worked with the senior leaders in taking tough decisions to improve the quality of teaching; they ensure that pay awards are linked to teachers' performance. They have clear overview of the school's strengths and areas for improvement and know that the actions taken to raise achievement are having the impact they should. They review pupils' progress closely and challenge leaders appropriately.
 - Governors understand their responsibility to monitor the impact of specific funding such as pupil premium and know that these pupils are achieving well. Governors also ensure that parents are kept fully informed and involved in school developments and that the information on the school's website is up to date.
- The arrangements for safeguarding are effective. Governors ensure that all statutory requirements are met. Staff are up to date with their safeguarding training and the school does all that it can to keep pupils safe in school and outside. Vulnerable pupils and their families are supported well and there are good links to outside agencies when required. Procedures to ensure children are safe and free from harm are robust. Parents are positive about the care and support their children receive while at school.

Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment has improved rapidly since the previous inspection. It is now consistently good and some is outstanding. Teachers and teaching assistants have had extensive training and as a result they know what good teaching looks like and are able to plan work that meets pupils' interests and abilities effectively. Each pupil has targets based on what they can already do. The level of challenge in English and mathematics is very high.
- Pupils' targets are reviewed through rigorous assessment procedures to check that no pupils are at risk of falling behind. If this does happen, extra support is provided so that pupils catch up quickly and are able to achieve well.
- Teachers typically plan and provide activities that hold pupils' interest. For example, pupils in Year 6 explored the forest area in order to imagine what it might be like if they were the size of a spider. They used this experience to write imaginative accounts of the emotions and sensations they might feel in this landscape. They composed very colourful paragraphs using lively features, such as metaphors, to good effect.
- Teachers engage pupils in discussions and debates to extend their learning and ask probing questions to encourage pupils to think more deeply about their work and to check their understanding. For example, pupils in Year 5 considered how their work on number factors related to their work on multiplication tables and had to explain their reasoning. Similarly, pupils worked successfully on adding fractions and simplifying their answers.
- Teachers' expectations are generally high and pupils settle to work without fuss because they want to learn and succeed. They are challenged well in English and mathematics and this has resulted in an increasing

number of pupils now exceeding age related expectations. Occasionally, the work in other subjects does not challenge them sufficiently. For example, in geography, pupils of all abilities in upper key stage 2 have drawn diagrams to illustrate land erosion but have not been asked to go further to consider the implications of this problem. The research pupils undertook clearly showed that the most-able pupils could have achieved more if they had been set more demanding tasks.

- Pupils who have special educational needs or a disability are supported very effectively. They enjoy all that the school offers and benefit from teaching that is carefully planned to remove or reduce any barriers to learning that they might face. The 'dawn busters' club for selected pupils boosts their confidence and self-esteem at the start of the day.
- The teaching of reading is much improved since the previous inspection. The teaching of phonics, (letters and the sounds they make), is very good in the Reception class and reading continues to be promoted well throughout the school. Pupils are enthusiastic about reading and talk animatedly about their favourite stories and authors, describing writers such as Roald Dahl as 'really great'. Older pupils talk about enjoying Dickens because, 'he describes Victorian slums so well', and David Walliams because, 'his characters are so silly and funny rather like him'. Pupils enjoy the daily reading time, particularly the group reading where they talk about characters and plots and discuss their ideas. The focus on comprehension and interpretation skills has had a strong impact on the rising standards in reading for all pupils.
- The teaching of writing is good because teachers make sure pupils continue to focus on their basic skills of grammar, punctuation and spelling while they explore ideas for creative writing and more formal tasks. The focus on acquiring and applying a wider vocabulary or interesting features is evident in the work pupils produce.
- The focus on reading is also having a positive effect on writing. By discussing what makes a book 'good', pupils gain confidence to write in different styles to emulate their favourite authors and extend their vocabulary. So drilled are pupils in writing 'good sentences', a few find it hard to select key words when note-taking or reading for key information.
- The teaching of mathematics is good. There is a strong focus on the basic skills of calculation and number and how to apply learning systematically to solve problems. Teachers relate such problems to real life situations and this helps pupils understand why they are learning percentages, for example, to calculate the discount in a sale. Pupils know it is not enough to just get the right answer and that they need to explain how they got there. These reasoning skills help pupils make sense of their learning. Pupils in Year 1 worked hard to find patterns when exploring odd and even numbers and linking these to their knowledge of doubling and halving. It was 'like magic', when they saw the links.
- Teachers display pupils' work to show that they value pupils' efforts. Displays also provide useful prompts to help pupils with new learning and reminders as to what they have done previously. Pupils were proud to explain how and why they had built models of Victorian homes; they understood that the rich lived very differently to those growing up in slums and that life was unfair and unkind for so many.
- Teachers apply the school's policy on marking and feedback consistently, giving pupils time to consider corrections and respond to advice. Pupils are also encouraged to check their work and the work of their partners so that they learn from each other. Pupils are extremely supportive of others and respond well.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' personal development is of high priority; the school promotes its values of respect, trust, caring, forgiveness and honesty very effectively. Pupils are encouraged to be positive and resilient and to persevere when they find things difficult. Staff constantly model these qualities and pupils follow these good examples in the way they treat each other. Their levels of maturity and good sense are outstanding.
- Pupils know they are valued because staff treat them with respect and work hard to make learning fun. As one pupil said, 'I love it here and never want to leave. Everyone is happy and kind.' Parents who expressed their views commented that they find the school a happy, friendly place and say that staff very approachable.
- Pupils are confident learners and talk about their work enthusiastically. They explained that they are very proud of their school because 'it is a good place to learn and make friends'. Many undertake responsibilities such as being playground buddies; water monitors and school councillors because they want to help. They

are particularly caring towards others who are less confident or have special educational needs, saying that 'we should be kind to everyone'. They are articulate young people by the time they leave Year 6.

- The curriculum is effective in helping pupils to learn to adopt healthy lifestyles and to look after themselves by eating well and exercising regularly. They are aware that 'junk food', obesity and diabetes cause very serious health issues.
- Parents who submitted their views say that they are confident the school deals with bullying appropriately and that their children feel safe and happy at school. Pupils indicate that bullying in school is rare because 'that is not a good way to behave'. They are equally confident that staff would immediately sort out any concerns or worries pupils might have because, as one said, 'They care about us all the time'. They have a very clear understanding of what constitutes bullying and why internet safety is so important.

Behaviour

- The behaviour of pupils is outstanding. Pupils' conduct around school and in lessons is exemplary. They settle to work quickly and work hard. They are extremely polite and well-mannered and a pleasure to be with. Even when not supervised, they behave well and are a credit to the school and their parents.
- Relationships throughout school are very strong. Pupils emulate the high standards of care and respect that teachers show them by being considerate and respectful to others. They understand that some people may have different views and beliefs to them and that they should learn to be tolerant because, as one pupil said, 'Everyone has the right to believe what they think is best for them. But in school we are just one big family and so we have to get on with everyone nicely.'
- Pupils say that there is no unkind name-calling but sometimes friends fall out with each other and other friends just tell them 'to make up because it is not nice to make someone sad and unhappy'. The school has instilled some highly commendable behaviour in pupils to reflect this level of sensitivity and kindness.
- Pupils' love of school is demonstrated by their high attendance. It is currently over 97% which is significantly higher than schools nationally. Pupils' excellent attitudes to school and learning support pupils' good achievement. Punctuality is good because no one wants to be late. The systems to monitor absences are rigorous and good attendance rewarded. As one parent said, 'My child would come in the holidays if she could. I can't keep her away even when she does not feel well.'

Outcomes for pupils

are good

- Outcomes for pupils are good and have improved significantly over the last two years. Pupils are now well prepared for the next stage of their education because they achieve well. Current pupils in Year 6 are working at above age-related expectations in reading, writing and mathematics. This improvement is down to consistently good or better teaching and higher expectations of what pupils can achieve.
- Pupils' overall attainment in reading, writing and mathematics was above average at the end of Year 2 in 2015. Pupils' attainment was also above average in writing and mathematics at the end of Year 6 but not in reading, because a small number of pupils did not make the progress they should have.
- Strategies to improve the teaching of reading have been successful and all pupils are on track to achieve their targets in these subjects this year. Current school assessment information and evidence gathered during the inspection, including pupils' work books, lesson observations and listening to readers, indicate that pupils are making good progress and are on track to achieve well. A significant proportion of pupils are already working at above age-related expectations.
- The proportion of pupils who achieved the expected level in the Year 1 phonics check was below average in 2015. This year group has a significant number of pupils with low starting points but now, as Year 2 pupils, they are on track to achieve well against their starting points. Consistently good teaching of phonics and extra support for any pupils at risk of falling behind their targets have been instrumental here.
- Disadvantaged pupils also make good progress against their starting points. In 2015, the gap between their attainment and the attainment of their classmates was closed successfully by the end of Year 6 in reading, writing and mathematics. These pupils achieve as well as their classmates and better than other pupils nationally.
- Pupils who have special educational needs or disability make good progress because they are supported well. The school is vigilant in making sure that any pupils who need help with their learning are quickly identified and staff swiftly implement programmes of learning that meet their particular needs. Leaders check the impact of this help closely and seek external support, for example from speech therapists, where appropriate. Parents are kept fully informed and advised as to how they can support their children's

learning at home.

- The most-able pupils make good progress generally. They are challenged well in reading, writing and mathematics and expectations are high for pupils to build on their previous learning accurately. The expectations of them are not as high in other subjects for them to achieve all that they could.

Early years provision

is good

- The leadership of the early years is outstanding. There is clarity of purpose behind everything children experience and ambition is high to secure excellence in all that the children do and this has resulted in continuous improvement. In 2015, the proportion of children that reached a good level of development was significantly above the national average, and this year the outcomes are set to be even higher. Children are well prepared for Year 1.
- Children start in the Reception class with knowledge and skills that are slightly lower than is typical for their age, particularly in their communication, language and literacy and their numeracy. A few, particularly the youngest ones, find it a challenge to adjust to full time school as they are less confident in their personal and social development. Although the school generally has good links with the pre-school providers in the area, there is the potential to strengthen these links further so that children adjust to school quickly and make more rapid progress.
- Once settled, children make good progress in their personal development. They are eager to try out new activities because they enjoy learning. They share toys and equipment kindly and help to tidy up after themselves. Staff make sure routines are established early and expectations are high for children to cooperate.
- Children make good progress because teaching is consistently good or better and improving strongly. Activities are planned well to hold children's interest and capture their imaginations. For example, children explained how they had 'crept' through the woods and found, 'Gruffalo fur and giant footprints', and 'Gruffalo poo'. They knew that there are no elephants or giraffes in the woods because that 'would be silly because they live in hot countries'.
- The school's assessments are reliable and staff monitor children's progress closely so that they can plan for each child accurately. Effective teamwork ensures that all staff have a clear plan for what children need to learn each day and careful observations ensure that children try everything. Children have good opportunities to learn and explore on their own as well as spending quality time with adults who ask questions to guide their learning, particularly checking that the basic skills of literacy and numeracy are consolidated well.
- A number of children are less secure in their early literacy and numeracy; consequently, high emphasis is placed on teaching these important basic skills. For example, children making triangles and squares binding twigs they had found, explained very knowledgably that, 'You can't make a circle shape with twigs because there are no round twigs and circles have curves'. Others wrote letters in the sand, spelling out sounds they had learned in phonics and many read confidently, demonstrating that reading is taught well in the early years.
- The classrooms are stimulating and busy places. Children arrive each morning eager to learn. Staff are always available if parents have any concerns or queries and parents value this easy access saying that they feel welcome and involved. They are kept well informed about what their children are learning so that they can reinforce school work appropriately at home. Children who have specific additional needs receive the support they need to learn effectively. Parents are alerted immediately if any concerns or issues arise.
- The outside area is much loved, particularly the pond where children have found water snails and tadpoles, 'that change into frogs when they get big enough; it's a bit like magic'. Children, enjoy opportunities to extend their physical skills, for example, gardening, wheeled toys, and exploring the world around them in all weathers. They play safely and sensibly when left to explore and learn on their own.
- Robust arrangements are in place to ensure children's safeguarding and welfare needs are met fully. Staff are vigilant that children are safe outdoors, especially in the woodland areas and near the pond. Children trust the staff that work with them and thrive in the happy atmosphere which is of fun and enjoyment.

School details

Unique reference number	117995
Local authority	East Riding
Inspection number	10011957

This inspection 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	205
Appropriate authority	The governing body
Chair	Mark Shingles
Headteacher	Christine Brown
Telephone number	01964 542498
Website	http://web.tickton.eriding.net
Email address	tickton.primary@eastriding.gov.uk
Date of previous inspection	11–12 February 2014

Information about this school

- This is an average- sized primary school.
- Almost all pupils are of White British heritage.
- Children start at the school full time in the Reception classes. The school receives children from a high number of pre-school settings.
- The proportion of pupils who have special educational needs or disability is close to the national average.
- The proportion of disadvantaged pupils who are supported through the pupil premium is below average. (The pupil premium is additional government funding provided to support disadvantaged pupils including those who are known to be eligible for free school meals and those who are looked after by the local authority.)
- In 2015, the school met the government’s current floor standards, which are the minimum expectations for pupils’ attainment and progress in English and mathematics by the end of Year 6.
- The school works in close partnership with other schools in the area.

Information about this inspection

- The inspectors observed a wide range of activities throughout the school; a number of observations were carried out jointly with the headteacher. In addition, the inspectors and senior leaders scrutinised pupils' workbooks and inspectors listened to pupils read.
- Meetings were held with pupils, the chair of the governing body and two other governors, the headteacher, senior and middle leaders and subject leaders. The inspectors also had a meeting with a representative from the local authority.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, information on current pupils' progress, and planning and monitoring documentation.
- Inspectors scrutinised the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding were also taken into consideration.
- Inspectors considered the 78 responses to the online questionnaire (Parent View), and the high number of parents who expressed their views via text messages to Ofsted. Inspectors also listened to the views of a significant number of parents who spoke to inspectors during the inspection.
- The school did not submit any responses to Ofsted's staff questionnaires. Inspectors talked to staff during the inspection about their views of the school and took their views into account.
- Pupils from the school did not complete the online pupil questionnaire. Inspectors took into account the views expressed by a number of pupils during the inspection.

Inspection team

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