

# Garton-on-the-Wolds Church of England Voluntary Controlled Primary School

Station Road, Garton-on-the-Wolds, Driffield YO25 3EX

## Inspection dates

19–20 September 2018

|  |             |
|--|-------------|
| <b>Overall effectiveness</b>                 | <b>Good</b> |
| Effectiveness of leadership and management   | <b>Good</b> |
| Quality of teaching, learning and assessment | <b>Good</b> |
| Personal development, behaviour and welfare  | <b>Good</b> |
| Outcomes for pupils                          | <b>Good</b> |
| Early years provision                        | <b>Good</b> |
| Overall effectiveness at previous inspection | Outstanding |

## Summary of key findings for parents and pupils

### This is a good school

- Leaders are accurate in their evaluations of the school's effectiveness. They identify appropriate priorities and have a proven track record in bringing about improvements.
- Leaders have ensured that the values of kindness and giving underpin all aspects of school life. As a result, pupils are compassionate and conduct themselves well.
- The quality of teaching, learning and assessment is good. Activities are usually well matched to pupils' needs. However, occasionally, pupils receive work which is either too easy or too difficult.
- Pupils are taught reading comprehension skills effectively. As a result, they are able to retrieve and infer information from a range of texts accurately.
- The teaching of phonics is variable. Some pupils, particularly lower-attaining pupils, do not develop early reading skills quickly enough. As a result, the proportion of pupils who passed the Year 1 phonics screening check has been below average over the last three years.
- Governors have a deep understanding of the school's strength and priorities. They provide suitable challenge to leaders and hold them to account effectively.
- Improvements in the teaching of mathematics have included the introduction of reasoning and problem-solving. Consequently, an increasing proportion of pupils reach a greater depth of learning.
- Pupils currently in school are making good progress in reading, writing and mathematics. By the end of key stage 1 and 2, the proportion of pupils who reach and exceed the standard expected for their age is often above average.
- Leaders are proud of the inclusive atmosphere which exists in the school. Pupils who have special educational needs (SEN) and/or disabilities are well supported and make good progress.
- Early years provision is good. Children show high levels of concentration because activities are well matched to their needs. As a result, children make a good start to their learning.

## Full report

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

- Improve the quality of teaching so that all pupils make rapid progress in their learning by making sure that:
  - all teaching is matched precisely to pupils' needs
  - staff provide the appropriate level of challenge or support across all subjects.
- Ensure that the quality of phonics teaching is consistently strong so that pupils, particularly lower-attaining pupils, quickly become fluent and confident readers by:
  - ensuring that all staff who support pupils' reading are trained to the same high standard
  - ensuring that the books pupils use to practise their reading are always matched to pupils' developing phonic knowledge
  - continuing to check carefully on pupils' progress towards becoming accurate readers
  - continuing to act swiftly to support any pupils who are falling behind.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The executive headteacher's relentless determination to improve pupils' education continually sets a positive example which leaders, staff and pupils emulate. Leaders have high expectations of pupils' outcomes and give staff clear direction on how to ensure that pupils fulfil their potential.
- Following the last inspection, the school experienced a high level of staffing turbulence. Therefore, as leaders have implemented new approaches to teaching, the journey towards the consistency in teaching has been prolonged. Professional development for each new member of staff has ensured that the quality of teaching, learning and assessment is good.
- Leaders have been successful in addressing the area for improvement identified in the previous inspection report. To this end, they have introduced a new approach to the teaching of spellings which has seen pupils become increasingly accurate in this aspect of writing.
- Leaders review the school's approach to teaching, learning and assessment regularly. They are reflective in evaluating how successful particular strategies are in promoting pupils' progress. They then adapt their approach where necessary to enable pupils to make more rapid progress.
- Leaders are accurate in their evaluations of the quality of teaching. They have a track record of tackling any underperformance in teaching rigorously and swiftly. Staff appreciate the opportunities they are given for professional development and feel well supported. As a result, the quality of teaching is usually highly effective and demonstrates an appropriate level of challenge for all pupils. However, occasionally pupils' work is either too easy or too difficult.
- The school's assessment systems are rigorous and enable leaders and teachers to identify any pupils who are not making sufficient progress. Targeted pupils then receive additional teaching and leaders check that this supports them in making accelerated progress.
- A partnership with a local school has been effective in building leadership capacity within the school. Senior leaders across both schools collaborate effectively to deliver staff professional development and embed their chosen approaches to teaching. Together they have been successful in improving pupils' outcomes and increasing the proportion of pupils who reach a greater depth of learning.
- Many middle leaders are new to their role. They have clear plans in place to lead improvements in their areas of responsibility. However, they are not yet able to measure the difference they are making to pupils' outcomes because their initiatives are at an early stage of implementation.
- Leaders have created an inclusive ethos and have effective systems in place to support pupils who have SEN and/or disabilities. The strong links which exist with outside agencies ensure that staff are equipped with the expertise needed to support this group of pupils. Pupils' needs are identified accurately and teaching is tailored to meet

these needs. Pupils working towards individual targets, including those who have education, health and care plans, are well supported by highly skilled teachers and teaching assistants. As a result, pupils make good progress from their starting points.

- The school's curriculum is broad and balanced. It has been well designed to spark pupils' interest and ensure that they learn about pertinent issues. Leaders have also ensured that pupils have regular opportunities across a range of subjects to practise and apply their reading, writing and mathematics skills. Wider curriculum topics are enhanced by educational visits, focused weeks and expert visitors. For example, when studying the topic 'Hull, city of culture', pupils learned about issues such as slavery and the demise of the fishing industry. Visits to the art gallery, fishing museum and sports stadium contributed to pupils' learning. Learning was brought to life through visits from a local poet and the study of significant figures, such as William Wilberforce and Amy Johnson.
- Leaders make sure that the small number of disadvantaged pupils are well supported through their spending of pupil premium funding. The school provides additional teaching and pastoral support for this group according to their needs. Additionally, leaders ensure that pupils have valuable learning experiences through extra-curricular clubs and educational visits. As a result, disadvantaged pupils achieve well.
- Leaders place high priority on pupils' spiritual, moral, social and cultural development. As such, pupils have regular opportunities to participate in prayer, reflection and singing. Their spiritual development is further encouraged through opportunities to appreciate the beauty of music or nature. Pupils also benefit from learning about and fundraising for their chosen charity. This has provided pupils with a deeper understanding of issues, such as those facing disabled people, the elderly or the environment.
- The primary physical education (PE) and sport funding has been used effectively. Leaders target spending on appropriate priorities and then check that they have had the impact that they desire. For example, leaders gathered pupils' views on extra-curricular clubs and then increased the variety of clubs in relation to pupils' preferences. This has increased pupils' participation in clubs.

## **Governance of the school**

- Governance is effective. Governors have a strong commitment to the school and understand their strategic role. They are proud of the Christian ethos they foster and are passionate that the school nurtures pupils' individual talents and interests.
- Governors have a clear understanding of the school's strengths and priorities. They receive detailed information from leaders about pupils' outcomes and use this to hold senior leaders to account effectively.
- Governors ensure that leaders use the pupil premium funding effectively to improve outcomes for disadvantaged pupils.
- Governors understand their legal duties for safeguarding and keep up to date with any developments through regular training.

## Safeguarding

- The arrangements for safeguarding are effective.
- Staff are well trained and know the importance of being vigilant in checking that pupils are kept safe. Strong relationships exist between staff and pupils, and staff understand the crucial role they play in identifying and supporting vulnerable pupils.
- The designated safeguarding lead communicates well with outside agencies, accessing advice and making referrals swiftly where needed. She has detailed knowledge of families whose circumstances make them vulnerable and makes sure that they have access to appropriate support.
- Leaders have ensured that safer recruitment procedures are in place so that all members of staff are checked for their suitability to work with children. Records in respect of this are well maintained.
- Pupils say that they feel safe in school. They are knowledgeable about how to stay safe in different situations, for example when crossing roads. They understand the risks they face online and have detailed knowledge of how to avoid these.

## Quality of teaching, learning and assessment

**Good**

- Teachers plan meaningful links across subjects to reinforce pupils' learning effectively. As such, pupils have regular opportunities to write at length and practise their writing skills in a range of subjects. Teachers have high expectations of the writing pupils produce in wider curriculum lessons. As a result, pupils make strong progress in writing.
- Teachers have an extensive knowledge of English grammar, punctuation and spelling. They use this to good effect when teaching focused lessons. Pupils now benefit from spelling lessons during which they learn spelling conventions and exceptions to these rules. Teachers also focus on ensuring that pupils spell the words linked to their topics correctly. They follow this up in all subjects by addressing pupils' errors consistently. As a result, pupils develop a secure knowledge of this aspect of English.
- The quality of teaching in mathematics is good. Pupils practise their calculation and number skills on a daily basis and, therefore, become fluent in manipulating numbers. Pupils also benefit from regular opportunities to solve problems, explain their reasoning and justify their answers. Teachers make relevant links to real-life contexts and topics being studied. As a result, pupils develop appropriate mathematical understanding and many reach a greater depth of learning.
- Pupils are motivated by the connections teachers plan between the subjects. Their enthusiasm is heightened further by the range of valuable experiences available to them, such as educational visits and visitors to school. For example, during a topic on the Second World War, upper key stage 2 pupils visit war graves, museums and trenches in France. Teachers take this opportunity to develop pupils' French language skills, as well as their knowledge of French culture, history and architecture. Pupils' books show that they have a good understanding of subjects such as science, history and geography.

- Pupils who have SEN and/or disabilities make good progress from their starting points. Teaching assistants are highly skilled in supporting pupils to access the curriculum alongside their peers, while also working towards individual targets.
- Teachers have high expectations of pupils' behaviour. Pupils are given frequent opportunities to work together and to support one another's learning. As a result, pupils cooperate well and demonstrate consistently positive attitudes to learning.
- Teachers have adapted their teaching of reading comprehension skills and this is having a positive impact on pupils' understanding of books and extracts. Pupils now have regular opportunities to develop their comprehension skills through reading lessons. In these lessons, the texts that pupils read are well matched to their needs and their skills are built up in logical steps.
- The quality of teaching of phonics is variable. Teachers and teaching assistants do not always give pupils sufficient opportunity to observe and practise sounding out and blending of words. Although teachers make accurate assessments of pupils' phonic knowledge, the books pupils are given are not always matched precisely to pupils' needs. Consequently, they come across words that they are unable to sound out and become frustrated. The impact of this inconsistency in the quality of teaching is amplified for lower-attaining pupils.
- Occasionally, teachers plan lessons which are either too easy or too difficult for pupils. Where this occurs, teachers have not used their knowledge of pupils' starting points to ensure that appropriate challenge and support is in place. This leads to pupils' progress being hampered at these times.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders place heavy emphasis on ensuring that each pupil's individual talents are nurtured and their successes celebrated. For example, pupils have a wealth of opportunity to participate in extra-curricular activities, including sports, music, gardening and computing. Consequently, pupils are confident and happy learners.
- Pupils particularly appreciate the range of opportunities they have to develop their musical interests. All pupils participate in singing events with other schools. A significant number of pupils enjoy additional lessons focused on learning a musical instrument, including guitar, flute and piano. Pupils speak enthusiastically about these opportunities and often choose to practise their instrument during playtimes. These experiences contribute well to pupils' cultural and spiritual development.
- The school's ethos promotes 'caring, sharing and being kind'. Not only are pupils taught ways to fulfil this within the school, they are also shown how they can have a positive impact in the wider world. For example, pupils learn the importance of generosity, as well as their understanding of diversity and equality through working with a chosen class charity.
- Leaders ensure that pupils are encouraged to develop healthy lifestyles. Pupils enjoy

PE lessons and clubs delivered by specialist sports coaches. A large number also benefit from attendance at breakfast club, where they start their day with a healthy meal.

## Behaviour

- The behaviour of pupils is good. Pupils demonstrate consistently positive attitudes to learning and are keen to progress. As a result, lessons are purposeful and productive.
- Pupils are well mannered and value the friendships they form at the school highly. Their conduct around the school is orderly and they play cooperatively at playtimes.
- Pupils say that bullying and the use of derogatory language are rare and that they trust members of staff to support them in resolving any concerns which may arise. The school's records confirm this view.
- Pupils' rates of attendance are average. They enjoy coming to the school and very few are frequently absent.

## Outcomes for pupils

**Good**

- Across all classes, the rate of pupils' progress in reading, writing and mathematics is good. The small number of pupils in each year group means that each pupil's performance has a marked impact on the school's overall results.
- Pupils' attainment at the end of key stage 1 has been above average for the last three years. In all subjects, the proportion of pupils who reach and exceed the age-expected standard is above the national average.
- 2018 unvalidated data for pupils' attainment at the end of Year 6 builds on an improving picture over the last three years. The proportion of pupils reaching and exceeding the standard expected for their age was above average for writing and mathematics, and was average for reading. This group of pupils made better progress across key stage 2 compared to Year 6 pupils in 2017. Progress in writing was just above average but progress in reading and mathematics, although improved, remained below average.
- Pupils' work and assessment information show that pupils currently in school are making good progress in all subjects, with a significant number of pupils making rapid progress. Leaders have introduced revised approaches to teaching reading and mathematics, which are resulting in improved outcomes for pupils.
- In reading, a focus on teaching comprehension skills has been particularly successful. Pupils have regular opportunities to apply their comprehension skills and are increasingly adept at retrieving and inferring information from books and extracts. Teachers select high-quality texts to share with pupils, which are often linked to wider curriculum topics. This contributes to pupils' enjoyment of books and their motivation to read.
- Improvements to the teaching of mathematics mean that pupils develop secure calculation skills. They also benefit from frequent opportunities to reason and apply their skills in problem-solving contexts. As a result, they become confident mathematicians and a significant proportion reach a greater depth of learning.



- Outcomes for pupils who have SEN and/or disabilities are good. Leaders set ambitious targets for pupils and ensure that teaching, including additional support from teaching assistants, is effective.
- The small number of disadvantaged pupils make good progress overall. Leaders track carefully how well these pupils are learning and provide additional support where necessary.
- The teaching of phonics is variable. Pupils do not consistently have sufficient opportunity to observe and practise sounding out and blending of words. The books they are given to practise reading are not always matched precisely to their phonic knowledge. Leaders do ensure that pupils have frequent opportunities to read to adults in school. However, inconsistencies in the quality of teaching mean that pupils, particularly lower-attaining pupils, do not learn to decode words quickly enough. As a result, over the last three years, the proportion of pupils who passed the Year 1 phonics screening check has been below the national average.

### Early years provision

**Good**

- Staffing changes have protracted leaders' improvements in the early years. Despite this, the quality of teaching is good and ensures that children are well prepared for learning in key stage 1.
- Children enter the early years with skills and knowledge which are broadly typical for their age. They make good progress, and hence the proportion who exceed the expectations for their age is above average.
- In the early years, the teaching of phonics is effective. Adults use assessment information accurately to plan activities which are well matched to children's needs. This includes opportunities for children to consolidate their learning during play, through tasks which mirror the activities they have previously completed with adults. For example, children were keen to form words by threading letters onto string and, in doing so, were revising their newly acquired phonic knowledge.
- Children find the range of activities on offer in the outdoor classroom highly enticing. Consequently, they are able to concentrate for extended periods and they show a suitable level of independence. They enjoy working with their peers to solve problems and they benefit from a wide range of opportunities for role play. Adults plan activities effectively to stimulate talk and cooperation, while also promoting other key areas of learning, such as physical development.
- The early years leader has been successful in improving the accuracy of assessment information by providing professional development for all adults. She has also ensured that all adults provide activities which are matched to children's needs and which respond flexibly to their interests.
- The leader has identified correctly that children's outcomes in writing lag behind those in other areas of learning. She has improved provision to encourage children to participate more frequently in early writing and mark-making activities. Adults' observations provide evidence of success. However, it is too early for leaders to demonstrate a positive impact on children's outcomes.



- Communication between parents and carers and the school is strong. Parents appreciate the opportunity to share details of their child's learning which has taken place outside of the school. Leaders respond positively to parental requests for information on how to support their child's learning by delivering relevant workshops.
- Leaders ensure that all welfare requirements are met and that safeguarding is effective. Children form secure relationships with adults and settle quickly into school routines.

## School details

|                         |                          |
|-------------------------|--------------------------|
| Unique reference number | 117977                   |
| Local authority         | East Riding of Yorkshire |
| Inspection number       | 10048194                 |

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 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 131  |
| Appropriate authority               | The governing body   |
| Chair                               | Richard Hounsfield   |
| Headteacher                         | Debbie Chadwick (Executive headteacher)                                |
| Telephone number                    | 01377 253110   |
| Website                             | <a href="http://www.gartonprimary.co.uk">www.gartonprimary.co.uk</a>   |
| Email address                       | <a href="mailto:garton@eastriding.gov.uk">garton@eastriding.gov.uk</a> |
| Date of previous inspection         | 22–23 October 2014   |

## Information about this school

- Garton-on-the-Wolds Church of England Voluntary Controlled Primary School is a smaller-than-average-sized primary school, which has a nursery for children from the age of three.
- The executive headteacher is also the headteacher of Barmby Moor Church of England Primary School. A formal collaboration began in 2012 between the two schools.
- Since the previous inspection, there have been significant changes in staffing and governance.
- As the school is designated a Church of England school, it is also inspected under section 48 of the Education Act 2005. The last section 48 inspection took place in March 2015.

- The vast majority of pupils are of White British heritage and very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who have SEN and/or disabilities is average. The proportion of this group who have an education, health and care plan is above average.
- The school runs a breakfast club and provides after-school childcare for its pupils.

## Information about this inspection

- The inspector observed learning in a range of lessons in all classes across the school. These observations were carried out jointly with the executive headteacher.
- The inspector scrutinised pupils' work alongside leaders and listened to pupils read. She observed pupils' behaviour in lessons, at breakfast club and around the school, including playtimes and lunchtimes. The inspector spoke to pupils, both formally and informally, to gather their opinions about the school.
- Meetings were held with governors, leaders, the assistant director of education for the diocese and a local authority officer.
- The inspector viewed a range of documentation, including the school's self-evaluation, the school's improvement plans, minutes of governing body meetings, safeguarding documents and monitoring records of the quality of teaching and learning. Information relating to pupils' outcomes, behaviour and attendance was also studied.
- The inspector considered parents' comments during the inspection, as well as taking into account the views of 27 parents who responded to Ofsted's online questionnaire, Parent View. The views of staff were also considered.

## Inspection team

Karine Hendley, lead inspector

Her Majesty's Inspector

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