

# INSPECTION REPORT

**SOUTH KILVINGTON CE VC PRIMARY  
SCHOOL**

Thirsk

LEA area: North Yorkshire

Unique reference number: 121516

Headteacher: Mrs L Taylor

Reporting inspector: Mr D Clegg  
4341

Dates of inspection: 16<sup>th</sup> – 18<sup>th</sup> October 2000

Inspection number: 225362

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	South Kilvington Thirsk North Yorkshire
Postcode:	YO7 2LR
Telephone number:	01845 523191
Fax number:	-
Appropriate authority:	The governing body
Name of chair of governors:	Rev E Norris
Date of previous inspection:	October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

South Kilvington Primary School is much smaller than average with 55 pupils aged four to eleven taught in three classes. The gender balance varies widely between year groups. Pupils are taught in three mixed age classes with reception children taught with the five to seven-year-olds in one class, eight and nine-year-olds in one class and ten and eleven-year-olds in another. The average class size is 18, a number that compares very favourably with other schools.

The school serves a rural community with the majority of children travelling to school by car. All the pupils are white and only four per cent are eligible to receive free school meals; this is well below the average.

The school has a below average proportion of pupils with special educational needs and no pupils have a statement. The main problems are learning difficulties. When children enter the school the majority are attaining above average standards in literacy and numeracy.

Current targets for 2001 are that seventy per cent of eleven-year-olds will reach the average level (Level 4) in National Curriculum tests in English and mathematics. These appear as modest targets given the school's past performance but are soundly based on what pupils are currently attaining.

### **HOW GOOD THE SCHOOL IS**

This is a good school that consistently ensures that almost all pupils achieve at least average or above average standards. The quality of teaching is generally good and the school is effectively led and managed. Taking into account the standards attained, the quality of education provided and the good leadership and management, the school offers good value for money

#### **What the school does well**

- Results in National Curriculum tests are above the national average.
- The teaching is generally good.
- Due to the new leadership and management the school has a renewed sense of direction and purpose.
- There is good support for pupils' personal development.
- Very good attitudes and behaviour are successfully promoted.
- There is a strong partnership with parents.

#### **What could be improved**

- The consistency of progress made by the seven to eleven-year-olds.
- The standards attained in information and communications technology (ICT)

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The overall improvement since the last inspection in October 1996 has been satisfactory, standards have been maintained and the quality of teaching has shown some slight improvement. However, until very recently, many of the key issues identified in the last report

were not addressed in a rigorous and systematic manner. The arrival of a new headteacher has led to the issues being tackled with determination and enthusiasm and this is already leading to some significant improvements.

There is a new policy for design and technology and clear evidence of design skills being improved. The school improvement plan is fully in place, supported by action plans. The role of curriculum co-ordinators is beginning to develop and the curriculum is planned in a better way. Procedures for child protection are now fully in place.

## **STANDARDS**

No results of National Curriculum tests are published because fewer than ten pupils take the tests each year.

Over the past four years the school has ensured that the majority of pupils have achieved results in National Curriculum tests that are at or above the national average for seven and eleven-year-olds. By the time they are seven the majority of pupils have a good base of skills in reading, writing and mathematics.

By the time they leave the school pupils read fluently and have a good knowledge of books and authors. Written work is well presented and punctuation and spellings are generally accurate. Standards in mathematics are broadly average; pupils generally know their tables and use the four operations to solve number problems. The standards attained by eleven-year-olds in information and communication technology are below those expected. There are also other gaps in pupils' understanding and the standards attained by a significant proportion of pupils, in for instance mental arithmetic, are not as high as they could be.

The under-fives make good progress and are well on their way to meeting the expected targets for children before they begin the National Curriculum.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have very positive attitudes to school. They are enthusiastic about their work and are eager to participate in lessons.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. Pupils are polite and show great consideration towards each other.
Personal development and relationships	This is very strong. Pupils make and sustain very good relationships, they work co-operatively and have a good sense of responsibility.
Attendance	Attendance is above the national average.

These aspects are strengths of the school. The oldest pupils are mature and sensible and well prepared for the next stage of their education.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The overall quality of teaching is good and results in pupils making generally good progress. In seventy per cent of lessons teaching is good or very good and there is no unsatisfactory teaching. The teaching of English and mathematics is good overall, but occasionally the work given to pupils is not sufficiently demanding and this hinders the rate of progress in some lessons. Lessons are well planned and some sharp questioning makes pupils think and use what they know. There are high expectations of how pupils will behave and the management of pupils is good; this ensures a good working atmosphere that encourages and promotes learning. Literacy and numeracy are generally well taught but some lessons would benefit from teachers making more use of the guidance in the new national strategies for teaching literacy and numeracy. Overall the school meets the needs of all pupils, including those with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is generally broad and balanced although some aspects of ICT are not covered and the under-fives have too restricted access to large play equipment.
Provision for pupils with special educational needs	Pupils are well supported, progress is monitored and they benefit from the help they receive.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' personal development. It is particularly strong in promoting social and moral development.
How well the school cares for its pupils	There is a good level of care and support for pupils. Teachers know their pupils well and monitor their personal development carefully.

The school ethos is strong and promotes a good level of care for pupils. The school works effectively in partnership with parents and this is a strong feature of the school. A range of extra-curricular activities enriches the curriculum and a residential trip is planned for the oldest pupils to offer more opportunities for personal development. The current group of oldest pupils has not had enough opportunity to learn all aspects of ICT.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	New, vigorous leadership by the headteacher is giving the school a renewed sense of direction and purpose. The leadership of other key members of staff is starting to have more impact across the school. There is good teamwork.
How well the governors fulfil their responsibilities	The governing body plays an increasing part in how the school is managed. Governors fulfil all their statutory responsibilities
The school's evaluation of its performance	This is beginning to develop through the use of information about what pupils are achieving but it is not yet well established.
The strategic use of resources	The school uses the resources it has to the best effect. There are aspects of the accommodation that restrict the opportunities that pupils can be offered

One classroom is particularly small and restricts the range of activities that can occur and the school hall, recently and very attractively refurbished, is small and limits the range of indoor physical education opportunities. There is no specific outdoor play area for the youngest children and no access to large play equipment.

The school is mindful to ensure that it gets good value for money and allocates resources sensibly. The decision to allocate more administrative time to the recently appointed headteacher is enabling her to put in place a range of reforms in a short space of time.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>▪ Their children enjoy coming to school</li> <li>▪ Behaviour in school is good</li> <li>▪ They feel welcome in school</li> <li>▪ Their children make good progress</li> <li>▪ Their children get the right amount of homework</li> <li>▪ The teaching is good</li> </ul>	<ul style="list-style-type: none"> <li>▪ There were no significant concerns expressed by parents</li> </ul>

Parents are fully justified in having the confidence they do in the school. Their views about the quality of teaching and the behaviour of pupils are supported by the inspection and there is plenty of evidence that children genuinely enjoy coming to school. Whilst the majority of pupils achieve well, some could be progressing at a faster and more consistent rate.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Results in National Curriculum tests are above the national average.**

1. Over the past five years almost all pupils have achieved average or above average results in the National Curriculum tests for seven and eleven-year-olds. This represents a consistently above average level of attainment.
2. By the age of seven, almost all pupils have a good level of basic skills. They are enthusiastic readers who enjoy recalling the stories they have read and happily talk about the characters they liked and disliked and the reasons for their preferences. This good foundation is built upon as pupils move through the school and, by the time they are eleven, pupils have an extended knowledge of books and authors. They are generally fluent readers although a small number of pupils do not read with as much expression or intonation as they should. They enjoy the established classics such as C S Lewis's Narnia adventures, but they are also avid fans of Harry Potter! They sensibly discuss different genres of books such as adventures, murders and books that 'give them a bit of a fright'. They also enjoy poetry, have good fun recalling the rhymes and rhythms of poems and clearly amuse themselves playing with words.
3. The quality of written work is also well up to the average standards. Some of the work of the children in Year 2 is of a particularly good standard. A good example of their written work resulted from ideas they got from a book about children going on a bear hunt. They wrote in a similar style to their authors building up an amusing description of a particular animal and then identifying the creature on the last line. They wrote well using interesting words and used the exclamation marks they had learned about during the lesson. By the time pupils are eleven they write longer pieces in a variety of styles. Some particularly good examples include play scripts or news reports. A few higher attaining pupils use language in interesting ways obviously having a good ear for the idiom of different styles so that Ferrari 'unveiled' a new model. Dialogue is realistic, 'OK lets huddle.....' and the pace of the writing is well maintained through appropriate narrator interventions 'Meanwhile, back at the station.....' Whilst this is high quality work, too few pupils use words in interesting ways to develop atmosphere and character and this prevents much of the written work achieving higher standards.
4. By the time that pupils leave the school most understand how numbers work, know their tables and have some mental strategies for working out mathematical problems, although overall, pupils', mental strategies are not as well developed as they should be. A good foundation is laid early on and by the time they are seven most pupils are beginning to understand place value, know the simpler multiplication tables and are becoming familiar with fractions and number patterns such as odds and evens. The older pupils have a good grasp of how numbers work and know the relationship between for instance, fractions, decimals and percentages. Most, but not all, have rapid recall of their tables and generally use what they know to solve practical problems.

#### **The teaching is generally good.**

5. About seventy per cent of teaching is good or very good and is a key factor in the school's success. There is no unsatisfactory teaching. The good teaching of the youngest children ensures that they receive a good foundation for future learning. Lessons are well planned to take account of the different age groups and expectations are high. The high explanations are clear in the manner in which the teacher talks to

children. For instance, in science the teacher spoke to the pupils about ball and socket and hinge joints, when reading a large book to the class she emphasised specific punctuation and encouraged children to incorporate it into their own work. When teaching children about sounds she started with simple letter sounds, to ensure that the youngest children were fully involved, but quickly moved on to letter combinations that proved challenging for most pupils.

6. In all lessons teachers are encouraging and positive; they reinforce good work habits and ensure that pupils are well motivated by using interesting ideas about presenting work. For example, in Years 3 and 4 the teacher had taken considerable time and effort to produce materials to teach pupils about money. Using laminated cut out shapes, children enjoyed creating their own ice creams and working out the costs of each one. The teacher skilfully extended this work by asking pupils to create ice creams to specific prices and also asking pupils to calculate the change from given amounts of money. Teachers have a good sense of purpose and are clear about what needs to be learned in the lesson. They are also good at explaining the aims of the lesson to pupils and so gaining their commitment to the work. A strong feature of some lessons with the oldest pupils is the time given at the end of the lessons to encourage pupils to think about what they have achieved.
7. In most, but not all, English and mathematics lessons teachers are making good use of the teaching guidance in the two national strategies and are coping well with the mixed ages in each class. Occasionally however, the work that some pupils do is not sufficiently challenging and they do not make the progress they could within the lesson. In mathematics there is sometimes not enough time given to talking about different methods of calculating and identifying the most efficient ones. In English lessons some of the activities pupils do in groups are too easy or the lack of adult support results in pupils not gaining the benefit they might from the work. For instance, occasionally because there is no adult support, in group reading activities with some of the oldest pupils, mistakes go unrecognised or aspects of reading such as developing expression are not taught.

**Due to the new leadership and management the school has a renewed sense of direction and purpose.**

8. All those involved in the life of the school are taking advantage of the appointment of a new head teacher to take stock of the school's strengths and identify areas that require development. The new head teacher has set about the task of leading the school with great enthusiasm and in a short space of time has established a clear sense of direction and purpose.
9. The school has embarked on a series of sensible reforms that are addressing the outstanding areas of concern identified in the last inspection report. For instance, there is a more coherent approach to curriculum planning that has been introduced that ensures that as pupils move through the school what they learn builds on what has been learned earlier. Everyone at the school, but especially the children, are very enthusiastic about the establishment of new extra-curricular activities and the prospect of a residential trip for the Years 5 and 6 pupils. The refurbishment of the school hall to enable it to be used for assemblies and physical education has been a very successful public manifestation of the determination of the leadership to move the school forward.
10. A key issue from the last inspection was that those teachers with curriculum responsibilities should play a greater part in helping the school to move forward. Over the past months this is starting to happen and teachers are taking more responsibility

for improving aspects of the school. For instance, there is a clear action plan for improving the way that ICT is taught throughout the school.

11. The concerns about the procedures for child protection have been tackled and there is a new policy in place.
12. The governors are also very optimistic about the future and are responding very positively to the new initiatives. They have been fully involved in the creation of the new school improvement plan and are playing a full and valuable role in the way the school moves forward. The improvement plan is a very fully document giving details of responsibilities and costs for numerous developments and this is successfully guiding the way the school develops.
13. Parents, pupils and governors are all excited by the future. The leadership is anxious to build on the strong traditions of the past whilst taking full advantage of new opportunities for improvement.

**There is good support for pupils' personal development.**

14. The school very successfully ensures that pupils are given good opportunities for personal development. The school is a strong community with an ethos that promotes respect and responsibilities for others.
15. The oldest pupils are constantly encouraged to take responsibility for how the school functions. They have clear responsibilities, for instance, for looking after the younger pupils during playtimes. This includes the duty of getting out and putting away the good range of equipment used in the playground. Lunchtimes are very sociable occasions with the older pupils acting as servers on the tables, helping the younger children and providing a role model for them. Other responsibilities include providing the music for assemblies and at the end of collective worship, older pupils choose a younger child to escort into the playground. A more recent development is the appointment of two road safety 'officers' who make sure that all pupils are fully up-to-date about safety issues.
16. The oldest pupils take their responsibilities very seriously without any hint that they find the tasks onerous or burdensome. The constant mix of the age groups and the small number of pupils, results in the strong family atmosphere that pervades much of the school.
17. Pupils are also encouraged in their personal development during lessons. The regular sessions where pupils gather in a circle to talk about what they have been doing or how they feel about issues, such as smoking, gives them a sense of their own worth and an insight into the opinions and feelings of others.
18. All teachers are careful to monitor pupils' personal development and they maintain observation notes that track how children are developing in terms of their behaviour, attitudes and relationships.

### **Very good attitudes and behaviour are successfully promoted.**

19. This is a great strength of the school and is evident in all aspects of its activities. All pupils are very positive about the school, they enjoy coming and are eager to work. A feature of most lessons is the pupils' enthusiasm and their keenness to participate. Hands shoot up at the merest hint of a question and they take great pleasure in their own achievements.
20. The very youngest children are already following school routines. They respond to the positive comments of teachers, moving around the school in a smart, safe manner eager to please. Good routines are established early and all staff constantly reinforce these. Older pupils in particular are very co-operative and work collaboratively. This was evident in a dance lesson where all pupils worked together unselfconsciously as they rehearsed. They created co-ordinated movements, boys and girls working together harmoniously to produce a polished performance.
21. Pupils' behaviour is very good in and around the school. They are polite and considerate and for instance, at lunchtime they say please and thank you to each other as the lunch is served. Pupils are enthusiastic about the recently introduced 'Golden Awards' that recognise the contributions of individuals and reward outstanding behaviour or achievement. Teachers manage pupils very well; the accent is always on the positive but pupils are left in no doubt if their actions are not in accordance with the school rules.

### **There is a strong partnership with parents.**

22. There is a good partnership with parents. Parents are particularly pleased with the recent efforts being made to consult them about what the school does and several give their time to help in lessons and on school trips.
23. Parents are welcomed into the school and are playing an increasing role in decisions about, for instance the way the school grounds are to be improved. Several parents attended a recent meeting to listen to different opinions and consider alternatives. Parents have also been consulted about whether they would like a residential trip for the older pupils. There is a very strong, active Parent-Teachers Association that raises significant funds to aid school improvements. The most recent fund-raising efforts are to assist in improving the school's security arrangements.
24. In an effort to enhance further the communications between home and school the school has recently introduced an additional consultation evening in December to supplement the one held towards the end of the summer term. These meetings are always well attended. Parents are given good information about their children's progress; the annual reports provide clear indications of what their children have achieved and the progress they have made, especially in English and mathematics. The reports also give clear guidance about what needs to be done to help pupils improve. The reports on the very youngest pupils also contain information about their progress in reading, writing and mathematics.
25. The home-school agreement is well written and sets out the key undertakings agreed by the school and parents. Homework is used effectively to supplement and support lessons.

### **WHAT COULD BE IMPROVED**

### **The consistency of progress made by the seven to eleven-year-olds.**

26. Although almost all pupils achieve standards that are in line with the national average at the age of eleven, for a significant proportion of pupils standards are not high enough. The standards attained by some children at the age of seven indicate that they should be achieving more by the time they reach eleven.
27. There are a number of reasons why some children do not achieve as much as they could. One reason is because their individual progress is not monitored closely enough and not enough account is taken of the information about their progress in planning future learning targets. The lack of clear learning targets, to be achieved over a specific period by individual pupils, results in progress that is too slow and some pupils not achieving standards of which they are capable.
28. A further factor hindering the rate of progress for some pupils, is that, until recently, curriculum planning did not ensure that what pupils learned as they moved through the school built upon what they had learned previously. This has resulted in pupils having gaps in their knowledge simply because they have not been taught particular aspects of subjects. Examples include older pupils being unfamiliar with fast mental strategies for calculating because they have not been taught them and reading fluently but often without expression or intonation because they have not had sufficient opportunity to discuss punctuation or the meanings of particular words.
29. The school is beginning to address these weaknesses by taking fuller advantage of the guidance provided in the two national strategies for teaching literacy and numeracy, although there needs to be further training to ensure that all teachers use the ideas and guidance in the most effective manner. Improved planning is also beginning to ensure that what pupils learn builds on what they have learned in earlier year groups.

### **The standards attained in information and communications technology.**

30. By the time they leave the school at age eleven, many pupils have not reached the expected standards in ICT. The oldest pupils in the school have not had enough experience of, and opportunity to work with, computers in a variety of ways.
31. The younger children are generally given sufficient opportunity to become familiar with computers through working with programmes to help in their learning, especially with literacy and numeracy. They know how to operate the mouse and are developing a satisfactory range of skills. This is built upon and extended as they move into Years 3 and 4 where pupils are introduced to a range of programs that help to widen their understanding. They begin to use art programs to create pictures to illustrate topics and become more adept at using word processing skills, they learn, for instance, how to change styles of writing and the size of the letters. They also begin to explore how computers can communicate information by using data handling programs. They find information and enter it onto a database and then produce graphs showing, for instance, details about each member of the class. Children are also familiar with using the computer to research information using CD-Roms and occasionally the Internet, although the school has only recently established a reliable connection.
32. This satisfactory level of achievement has not been further developed as pupils have moved into the next class, where opportunities to work with computers have been more restricted. This has resulted in some of the oldest pupils not making the progress that they should. They have had too few chances to present their work using word

processing packages, and have not created the range of multi-media presentations that are possible. They have not had sufficient opportunity to learn about how ICT can be used, for instance, to monitor light or temperature or about how it can be used to control events by giving simple instructions.

33. In the past few weeks, the oldest pupils have begun to have a more appropriate range of opportunities to work with ICT, although the lack of resources is continuing to restrict the opportunities especially in the areas of control technology and monitoring.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

34. In order to improve further the standards attained and the quality of education the governing body, working closely with the head teacher and staff should:
- **Improve the consistency of progress made by the seven to eleven year olds by:-**
    - making careful assessments of what pupils have already achieved and setting targets for future attainment;
    - continuing to make sure that gaps in pupils' learning are identified and addressed;
    - ensuring that all teachers make full use of the national strategies for teaching literacy and numeracy.
  
  - **Raise the standards attained in information and communications technology by:-**
    - ensuring that pupils throughout the school have sufficient opportunities to use ICT.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	60	30	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	55
Number of full-time pupils eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	2.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	47
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	17.2
Average class size	18.3

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	10

*FTE means full-time equivalent.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	123,233
Total expenditure	133,272
Expenditure per pupil	2,424
Balance brought forward from previous year	na
Balance carried forward to next year	-(10,039)

*na = not available(new headteacher in school)*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	55
Number of questionnaires returned	47

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	57	32	4	2	4
Behaviour in the school is good.	51	49	0	0	0
My child gets the right amount of work to do at home.	34	60	2	2	2
The teaching is good.	68	26	2	0	4
I am kept well informed about how my child is getting on.	64	28	4	0	4
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	62	30	2	0	6
The school works closely with parents.	57	34	4	0	4
The school is well led and managed.	64	26	4	0	6
The school is helping my child become mature and responsible.	66	26	0	0	9
The school provides an interesting range of activities outside lessons.	47	38	6	2	6