



Leven Church of England Voluntary Controlled Primary School

Inspection Report

Better
education
and care

Unique Reference Number 117981
LEA East Riding of Yorkshire
Inspection number 280203
Inspection dates 25 May 2006 to 26 May 2006
Reporting inspector Mr Andrew Scott

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	South Street
School category	Voluntary controlled		Leven
Age range of pupils	4 to 11		Beverley HU17 5NX
Gender of pupils	Mixed	Telephone number	01964 542474
Number on roll	168	Fax number	01964 544305
Appropriate authority	The governing body	Chair of governors	Mr Nigel Rowe
Date of previous inspection	1 December 2000	Headteacher	Mr Tim Sykes

Age group 4 to 11	Inspection dates 25 May 2006 - 26 May 2006	Inspection number 280203
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school serving a village and its environs, where social conditions are above average. Pupils come predominantly from White British families; there is a very small number for whom English is an additional language. The movement of the pupil population is lower than average. The number of pupils with learning difficulties and/or disabilities is lower than average. The school has received several awards over recent years for success in achievement, sport and health.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. Pupils' achievement is satisfactory throughout the school, and standards are usually average, sometimes above average. Although teaching is satisfactory, there are lessons that lack pace and high expectations. Moreover, teachers do not always provide enough guidance for pupils so that they can make swifter progress.

The good levels of attendance suggest that pupils enjoy school. Indeed, this is evident in their interaction with one another and their readiness to work hard. Pupils are well aware that behaviour is not perfect, although it is satisfactory. They feel safe in the school, acquire a healthy lifestyle and rightly have confidence in the adults around them. Good systems ensure the well-being of pupils, although the school's handling of misbehaviour is not always decisive.

The headteacher has done well to improve the accommodation, strengthen the management systems within the school and maintain standards. The school has a reasonably clear picture of its strengths and weaknesses, but does not analyse the causes of any perceived shortcoming shrewdly enough and sometimes lacks a sense of urgency in addressing them. Communication with parents, for example, has not been effective enough, so that some have been uneasy about their children's education, though without cause. Nevertheless, the school has made adequate progress over time and, as such, has satisfactory capacity to improve. Therefore, it provides satisfactory value for money.

What the school should do to improve further

- Raise standards by ensuring that all teachers have consistently high expectations of pupils, and that lessons are brisk and purposeful.
- Improve the guidance for pupils through rigorous marking so that pupils are very clear about how they can improve their work.
- Improve communication with parents so that all parents have an accurate picture of what goes on in the school and have confidence in it.
- Ensure that the school's self-evaluation is more objective and analytical so that areas of concern are dealt with more effectively and emphatically.

Achievement and standards

Grade: 3

The achievement of all pupils, including those with learning difficulties and/or disabilities, is satisfactory. When they enter the Reception year, children tend to be of broadly average ability but in some years their ability is above average. They make satisfactory progress in their Reception year and reach the goals expected of them. However, they do better in their language development and mostly exceed their goals.

By Year 2, standards are usually average. In 2005, assessment results showed that performance in reading, writing and mathematics was typical of pupils of their age,

although the more able pupils did less well. This has now been addressed and more able pupils make the same satisfactory progress as other pupils. Current standards in Year 2 are above average, especially in reading and writing, because there are very few pupils with learning difficulties and/or disabilities.

By Year 6, standards have been mainly average in recent years, although they were higher in 2005. In the current Year 6, standards in English and science are average, but a recent focus on mathematics has improved standards to above average. The school's targets for improvement are satisfactory but not challenging enough to ensure a consistent and appreciable rise in standards.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. This differs from the school's view that it is good. Attendance at school is above average and has been steadily improving. Pupils are happy and relaxed around school. They develop well socially and relate well to each other and to adults. Behaviour is satisfactory overall. Whilst most pupils conduct themselves sensibly, there are instances of inappropriate behaviour, including disrespect towards staff. However, these incidents do not significantly affect the quality of learning in classrooms.

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils' awareness of a healthy lifestyle is good; they eat wisely at lunch times and relish the physical activities on offer. There are some good links with the local community, such as carol-singing in the church. Assemblies are linked well to religion but are not always uplifting or thought-provoking, nor are lessons. Work is often quite routine and does not include enough scope for learning through discovery.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory across the school. Teachers are generally well organised, so lessons go smoothly and have a good variety of activities. Teachers give clear learning objectives so pupils know what they need to learn, and use resources thoughtfully to motivate pupils and strengthen understanding. For example, the interactive whiteboard was well used to show how to sequence adverbs of time in a Year 2 lesson. Teachers have a good understanding of how well pupils progress.

However, teachers do not consistently have high enough expectations of pupils. They vary work because of the different abilities of pupils but not always accurately enough. More able pupils, for example, do not always have enough opportunities to work at their own pace. Teachers do not always insist on pupils working to a high level of accuracy or guide pupils' work through skilful and informative marking. In addition, some lessons do not have sufficient momentum so that pupils are enthused, participate eagerly and make swift progress.

The teaching of pupils with learning difficulties and/or disabilities is satisfactory. Close support in and out of lessons is satisfactory overall, but often good. The school's provision for pupils with special gifts or talents is satisfactory, but it has good plans to improve that provision.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory but not good, as the school believes. The provision for English, mathematics, science and ICT is sound. There is sufficient emphasis on pupils acquiring key skills systematically, but not enough diversity or creativity in lessons to motivate pupils to make good progress. The curriculum is enriched well by interesting themed weeks, visits and activities, but lessons do not usually have similar diversity.

The provision for pupils with learning difficulties and/or disabilities is satisfactory. Teachers modify work sympathetically for pupils and ensure that individual learning plans relate sensibly to pupils' needs. The curriculum for more able pupils does not often encourage independent learning; for example, all Year 6 pupils tackled exactly the same multi-media activity in an ICT lesson.

Care, guidance and support

Grade: 3

Inspectors judge this aspect to be satisfactory, although the school believes it to be good. Procedures for ensuring pastoral care, including health and safety and child protection, follow correct guidelines. Pupils say that teachers are fair and firm, but acknowledge that there is occasional bullying and they feel that it has not always been dealt with effectively. The importance of healthy eating and regular exercise is promoted strongly. Good procedures help pupils settle into the Reception class and ease transition at the next stage of education.

The school is good at identifying aspects of pupils' progress, for example, underachievement. Such data influences targets for improvement in literacy and numeracy, which have a high profile in pupils' minds. However, some of these targets are not high enough for the pupils' capabilities, so their progress is not swift. Pupils do not always benefit from clear guidance about the quality of their work through rigorous and helpful marking.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher is well-intentioned and works hard to develop the school. He has successfully overseen much needed improvement to the buildings and surroundings. Attractive displays of pupils' work give the classrooms and other areas a feeling of warmth and harmony. Senior staff work together productively and the school runs smoothly on a day-to-day basis.

Governance is satisfactory. Governors have a good overview of the school but do not always act decisively enough to address issues. Recently, they have investigated the concerns of some parents about pupils' behaviour and the way that the school is run, but not entirely to the satisfaction of all parents. Although most parents are happy with the school, there is uncertainty among many parents about how effectively the headteacher deals with misbehaviour and the impact of a falling pupil roll. There is an urgent need to build on the good support provided by most parents and resolve any parental concerns.

The school's own self-evaluation is satisfactory. It knows its strengths and has some good areas for improvement. However, it is not perceptive enough in its analysis of issues so that progress can be increased to good or even better. For example, the school had not identified that teaching was not always challenging enough. The school has made reasonable progress since the last inspection, and its current provision is satisfactory. Therefore, it has adequate capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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The School Council

Leven Church of England Voluntary Controlled Primary School

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Leven

Beverley

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25 May 2006

Dear children

Mr Paddick and I enjoyed our visit to your school, and meeting you and all the staff. We would like to thank you for the part you played in helping us to get to know your school.

We believe your school gives you a satisfactory education. You clearly enjoy coming to school because your attendance is good. You get on well with one another and with all the adults in the school. Behaviour is not perfect but mostly satisfactory, and you take care of one another sensibly. You fully appreciate the healthy lunches and the physical activities that the school offers.

Most of you work hard and achieve standards that are typical for children of your age. Teachers plan interesting visits and special weeks that support your learning well. The school building is much better than it was, especially with your library and ICT suite, and you have very good grounds for sport. The staff work well together and strive to improve your school.

You could all do better if teachers give you more challenging and interesting work and if lessons are livelier. Teachers also need to help you know how to improve your work through better marking of your books. The school should make sure that all misbehaviour is dealt with effectively so that you and your parents see the school as a fair and kind place. In addition, your teachers should make every effort to work out how best they can improve the school.

We wish you every success for the future.

Yours sincerely

Andrew Scott

Lead inspector