



# Tickton Church of England Voluntary Controlled Primary School

## Inspection Report

**Unique Reference Number** 117995  
**LEA** East Riding of Yorkshire  
**Inspection number** 280206  
**Inspection dates** 23 March 2006 to 24 March 2006  
**Reporting inspector** Mrs Jackie Barnes

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

<b>Type of school</b>	Primary	<b>School address</b>	Main Street
<b>School category</b>	Voluntary controlled		Tickton
<b>Age range of pupils</b>	4 to 11		Beverley HU17 9RZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01964 542498
<b>Number on roll</b>	198	<b>Fax number</b>	01964 544949
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Carol Kingdon
<b>Date of previous inspection</b>	1 June 2000	<b>Headteacher</b>	Mrs Linda Cholewa

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 23 March 2006 - 24 March 2006	<b>Inspection number</b> 280206
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This is an average sized school which mainly serves the village of Tickton on the outskirts of the county town of Beverley. The number of pupils has grown in recent years and about a third come from further afield than Tickton. Almost all pupils are of white British origin and speak English as their first language. Most families have at least one parent in paid work and entitlement to free school meals is well below the national figures. The proportion of pupils with learning difficulties and/or disabilities is about average. Individual children differ in what they know and can do when they start school but their overall attainment is broadly average for their age.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Inspectors and the school agree that this is a good school. The provision for children in the Foundation Stage (Reception class) is good; the children make a good start to their school life and almost all achieve at least the expected standards for their age. Overall, pupils make good progress and achieve well, although a few do not make enough progress. Standards are generally above average, however they could be higher still, particularly in English. Pupils with learning difficulties and/or disabilities make good progress. Pupils are well cared for and due attention is given to their safety and welfare. Their personal development is good. Most pupils enjoy school, are well behaved and know how to live safe and healthy lives. The quality of teaching and learning is good, although it could be even better. Standards could improve further if the work set in lessons matched more accurately to the pupils' abilities. The curriculum is good, particularly for pupils' personal development, and includes a good range of extra curricular activities. Leadership and management are good overall, with an increasing emphasis on monitoring and assessing pupils' progress and evaluating the school's effectiveness. Ambitious class targets are set annually for Year 6. However, the assessment information has not yet been used sufficiently well to guide the children and to set individual targets for them. Also, the liaison between individual staff with responsibilities is not sufficient to ensure a coherent approach, particularly in the leadership and management of pupils' overall progress throughout school. The school has retained its welcoming atmosphere and the confidence of its parents. It provides good value for money and has the capacity to improve further.

not applicable

### What the school should do to improve further

The school should:

- raise standards, particularly in English, and increase the pace of progress for pupils who are not achieving as well as they could
- increase the proportion of very good lessons, matching the teaching and tasks more accurately to the needs and abilities of all pupils
- use assessment analysis to set suitably ambitious targets for individual pupils and to help and guide them to achieve their targets
- improve the consistency and coherence of the management of pupils' progress

## Achievement and standards

### Grade: 2

Pupils' overall achievement is good. From a broadly average starting point, the children make good progress in the Foundation Stage and by the time they leave Reception, almost all achieve the goals expected for their age, and a good proportion exceed them. For most pupils, this good progress continues in Years 1 and 2. In 2005, the school's national assessment results for Year 2 pupils were above average, with almost

all pupils achieving the expected level for their age. The proportion of pupils achieving the higher Level 3 in reading and mathematics was above the national figures, although it was below in writing. This good progress continues through Years 3 to 6 and the results of national tests for Year 6 pupils were again above average in 2005. However, the school's ambitious targets for Year 6 were not met.

Occasionally, pupils do not make the progress expected. This is evident in lessons and in pupils' books. In the national test results it is particularly noticeable in English, where the results of some of the most capable pupils are lower than the good results they achieve in mathematics and science. The school's records show that, in all year groups, a small number of pupils, of all abilities, make too little progress. This prevents the school's overall standards being as high as they could be. The school's self-evaluation has identified the need to improve standards further, particularly in writing. The school's improved assessment systems now provide the data needed to recognise when a pupil is not making sufficient progress and to prompt further action.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good and this is recognised by most parents and pupils. Pupils' spiritual, moral, social and cultural development is also good, mainly because it is effectively supported by a clear programme of activity and by the example set by the adults in the school. Good relationships with adults lead to a feeling of security. Pupils' behaviour is good, although occasionally 'people can say mean things'. Pupils are confident in the measures taken by the school to keep them safe. They have positive attitudes to learning and are generous in their willingness to help others; for example, raising funds for local and international appeals. Most pupils enjoy school and attendance is above average. They make good use of the many extra curricular activities, including a residential experience for the older pupils, to develop the confidence and skills needed to contribute to the school community and life beyond school. They are knowledgeable about how to live safe and healthy lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall, but there is not enough very good teaching to enable the school to fulfil its ambition for even higher standards. The school has successfully integrated a significant number of new pupils and increased staffing since the last inspection in June 2000. Most classes are large and include pupils at different stages of learning. In the Foundation Stage, pupils learn quickly and with great enthusiasm. Throughout the school, lessons are prepared with resources for learning readily available, and a clearly planned sequence of teaching points which most pupils follow well. Behaviour is well managed. Teachers' subject knowledge is generally good and the core subjects of English, mathematics and science are taught systematically.

Overall, this ensures most pupils make good progress, but it is clear from national test results and the school's records that some pupils could achieve even higher standards in some of their work. The school has made good provision for learning for some groups of pupils by providing extra 'booster' lessons. Planning lessons should give more attention to the different learning needs of all the pupils in the class. Occasionally, some pupils find the work too easy while others do not fully understand the work they are doing. This slows their progress. Most of the teaching staff mark the pupils' work effectively and make good use of time in lessons to help individual pupils to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The good curriculum meets all the pupils' needs well and provides good opportunities for them to achieve across the statutory subjects and in a wide range of extra curricular activities. The national strategies for literacy and numeracy are in place, and there is good provision for pupils to learn about healthy lifestyles, staying safe and relationships. The pupils gain a great deal from the provision for their personal development and this is reflected in their self-esteem, positive attitudes to other people and to their school, increasing maturity and independence. These qualities, although valued by the school in many ways, are not always fully used in the academic aspect of the school's curriculum to help pupils become actively involved in contributing to their own progress.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support for pupils are good overall. Good attention is paid to the pupils' physical safety, and staff take good care of their welfare. This helps pupils to feel safe and have the confidence to share their ideas and build relationships. The good start that children make in Reception is helped by careful arrangements to introduce them gradually to school life. A good standard of care for pupils with learning difficulties and/or disabilities helps them to integrate fully into the daily life of school. Throughout the school, guidance is very good for pupils' personal development, but less so for their academic progress. Although pupils' progress is monitored and ambitious class targets are set for Year 6 national tests, the information arising from monitoring is not used to set individual targets for pupils. The lack of guidance results in a slower rate of pupils' progress than would otherwise be the case.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school, including the Foundation Stage, are good. Since the last inspection, the school roll has increased by a quarter, accompanied by increases in staffing, and the school has undergone an extensive building programme. With clear leadership from the headteacher, the senior management team,

governors and staff have worked well together to provide the current stability and good teamwork, and to retain the welcoming atmosphere and wide range of activities the pupils enjoy. Individual members of staff are clear about their responsibilities and conscientiously undertake their allocated tasks. However, the liaison between individuals with responsibilities is sometimes not sufficient to ensure a coherent approach, particularly in the management of pupils' overall progress throughout school.

The focus on evaluating the school's effectiveness has recently been sharpened, taking into account the views of governors, parents and pupils. The process has accurately identified the need to improve standards and the pace of progress for some pupils. This recognition is partially reflected in the current school improvement plan, which is reaching its completion date, but is set within a large number of other activities without clear priority. This does not set the brisk pace necessary to fulfil the school's ambition to improve pupils' achievement. The school's self-evaluation tends to focus well on the actions and activities provided, but less so on the expected impact of these on pupils' achievement and development. Governance is satisfactory. The governors are in the process of broadening the scope of their work. They are effectively supported by the local authority, and are becoming more involved in the school's decision-making.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

The Children

Tickton CofE VC Primary School

Main Street

Tickton

Beverley

HU17 9RZ

23 March 2006

Dear Children

Thank you for making the inspectors so welcome in your school. We saw how much you enjoy school, especially being with your friends and what your favourite subjects are. We saw that you were well behaved, kind to each other and confident that you knew how to live a healthy life and to deal with any problems you might have. You like to be successful and most of you are, because you work hard and try to do what your teachers ask of you. We think you could be even more successful in your work, so we have asked your school to help you reach even higher standards, particularly in English. Your help is also needed to listen and watch carefully for ways that you can improve your own work. The teachers will make sure that you know how to do this, and will keep on being proud of you.

Best wishes for the future.

Yours faithfully

Jackie M Barnes

Lead Inspector