



# Slingsby Community Primary School

Inspection Report

**Unique Reference Number** 121322  
**LEA** North Yorkshire  
**Inspection number** 280983  
**Inspection dates** 5 December 2005 to 5 December 2005  
**Reporting inspector** Mrs Lesley Clark CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	The Green
<b>School category</b>	Community		Slingsby
<b>Age range of pupils</b>	4 to 11		York, North Yorkshire YO62 4AA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01653 628 370
<b>Number on roll</b>	38	<b>Fax number</b>	01653 628 746
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr C Douthwaite
<b>Date of previous inspection</b>	3 April 2000	<b>Headteacher</b>	Mrs B Bennett

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 5 December 2005 - 5 December 2005	<b>Inspection number</b> 280983
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

This is a very small school serving the village of Slingsby and the surrounding area. Although the take-up of free school meals is below average, socio-economically the school is average. The proportion of pupils with learning difficulties and/or disabilities (24%) is above average though none currently has a statement of special educational need. All the pupils are of white British heritage. When children start school their attainment is broadly average, though several have limited language development.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with several outstanding features, a judgement that matches the school's view of itself. At the heart of the school lies a commitment to high standards of work and self-discipline, nurtured through enjoyable, independent learning. It achieves a high degree of success in these aims. The leadership and management of the school are good; the headteacher's leadership is outstanding. Standards at the end of Year 6 are above average overall and often exceptionally high in mathematics and science. Pupils make good progress because teaching is good and sometimes outstanding. Pupils with specific learning difficulties and/or disabilities are included well in all aspects of school life and as a result they too make good progress. Provision and standards in the Foundation Stage are good.

Pupils' personal development is outstanding, nurtured by an outstanding curriculum and high quality care, support and guidance. Pupils are extremely well equipped for their future lives. Behaviour is outstanding and pupils work and play together harmoniously and energetically. Governance is good and the governors' skills are used very well to assist the school. The tracking of pupils' progress is good and gives an accurate overview of achievement. The school has identified a relative weakness, which is the need to involve pupils more in assessing their work against small achievable targets so that they learn from their mistakes. The school has made excellent progress since it was last inspected and is well placed to continue to improve. It gives good value for money and in the words of Year 6 pupils: 'It's fun here'.

### What the school should do to improve further

- Involve pupils in checking their work against small, achievable targets so that they understand what they have to do to improve its quality.

## Achievement and standards

### Grade: 2

Pupils' achievement is good and they meet the challenging targets set for them in English and mathematics. They make good progress in all areas of learning and most reach the level expected of their age at the start of Year 1 because of good teaching and many opportunities to learn through imaginative play. Good progress continues in Years 1 and 2. Standards are generally average by the end of Year 2 though higher attainers are beginning to forge ahead in mathematics and progress is good in acquiring basic skills in literacy. In Years 3 to 6, pupils are well placed to build on these early skills and their progress accelerates. Standards are generally above average with almost all pupils reaching nationally expected levels and a good proportion exceeding them, particularly in mathematics and science in recent years and, in 2005, in English too. Pupils have many opportunities to apply what they have learnt, using computer programs for instance to present scientific statistical information. The school's results show an upward trend and measures to improve standards in writing are clearly successful. Some of the pupils' writing springs to life, as in this extract: 'My heart is

pumping as fast as a humming bird's wings.' The majority of those in Key Stage 2 had poems published recently.

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

### **Grade: 1**

The personal development and well-being of pupils are outstanding. Behaviour is exemplary, as are pupils' attitudes to work. Bullying is not an issue and pupils work and play happily together. They are quietly supportive, for example if someone struggles with a piece of work; and forthright if something is wrong, as in a pantomime rehearsal when pupils hissed, 'Hold up the sign that says LAUGH!' Attendance is well above average. From the moment pupils are welcomed into school by the headteacher, the day is set for happy, productive learning. Relationships between adults and pupils are friendly and relaxed and there a real sense of comradeship.

Pupils' spiritual, moral, social and cultural development is outstanding. They have a clear understanding of fairness and they deal truthfully with each other. Pupils are acutely aware of how important it is to live healthily and surveyed their friends' frequency and intensity of sporting activities, classifying their breathing rate in graphic terms as 'easy, faster and rasping'. Outstanding involvement in local events and good involvement in national charities develops pupils' economic well-being exceptionally well so they run, for example, the financial side of school productions successfully. Joint art, dance and language projects with other schools broaden their understanding of cultural richness and diversity.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall and some is outstanding. Work is well planned for children in the Foundation Stage so that they have frequent opportunities to choose from many stimulating activities as well as times to work intensively with an adult on specific tasks to develop communication skills. Good teaching takes place throughout the school with flashes of excellence in the teaching of older pupils. Pupils learn well because work is planned conscientiously to meet their needs and abilities. This includes those with learning difficulties and/or disabilities. There is a strong focus on technical language, which benefits learning in science and mathematics. Teachers have high expectations of pupils' capacity to learn independently as when Year 2 pupils had to read complicated instructions to carry out an investigation using spring balances and record results systematically. Pace is good and pupils are very attentive to their teachers and to each other. In excellent lessons, the level of challenge stretches without inhibiting as when older pupils were directed to write in intensive bursts. The result was exceptional writing and a marked increase in pupils' confident reading as they used dramatic devices to hold their listeners' attention. While marking is conscientious,

pupils are not involved in checking their work against achievable targets so as to promote even better progress and increase accuracy in writing, for instance.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is better than the school believes: it is outstanding. This term, the school experimented with using one theme to teach all subjects apart from numeracy, which is taught alongside pupils following an individual mathematics program on the computer. This inventive approach, using a pantomime script and performance as the inspiration, has resulted in an extraordinarily rich curriculum, including French. The 'educational pantomime' makes explicit both to pupils and parents the rationale behind the careful planning to ensure that educational objectives are met as pupils adapted the play script. Judicious linking of subjects, exploring sound waves in science or working out how to make a free-standing mirror with hidden flaps large enough to conceal a person, have given an imaginative lift to both teaching and learning. Health, safety, exercise and economic awareness have been fully incorporated with high levels of enjoyment. The result is high standards and immense fun.

## **Care, guidance and support**

### **Grade: 1**

This aspect is outstanding. There is a high level of commitment to promoting pupils' health and safety. Child protection arrangements are robust and risk assessments carefully attended to. In this supportive environment, pupils reach challenging targets though there is a tendency for them to repeat mistakes since they are not closely involved in checking their own work. Effective arrangements are in place to support pupils with learning difficulties and/or disabilities. Individual programmes of work are used well to promote learning for these pupils so that almost all achieve nationally expected standards by the end of Year 6. The school works extremely well with parents and other schools to ensure that pupils make good progress. The teaching of French throughout the school by a specialist teacher and a French assistant as part of a British Council scheme, benefits pupils' language skills and develops their personal confidence and assurance extremely well.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good; the headteacher's leadership is outstanding. The school's self-evaluation is spot on. The school has made outstanding improvement in all the issues identified in the last inspection and now offers a much better quality of education. Complicated staffing issues have been dealt with sensitively in the interim and teaching as a whole has been strengthened so that pupils in Year 3, for example, have a much firmer foundation in literacy and numeracy than formerly. Good financial management and efficient systems to ensure the good day-to-day running of the school have given a degree of flexibility to staffing, freeing the headteacher to teach

alongside others. This gives a boost to learning in literacy and mathematics in Years 5 and 6 as pupils are taught in small groups. In addition, while teachers benefit from time set aside for planning and preparation, pupils benefit from specialist teaching in music, French and sport.

The leadership of the headteacher has an outstanding impact, successfully promoting pupils' personal development and well-being to equip them for life in the wider community as well as raising standards. The governors offer good support and have helped oversee the extension of the school's buildings and grounds to broaden opportunities for learning both indoors and outdoors. Teachers have clearly defined roles and responsibilities and there is a good team approach to management. Staff, governors, parents and pupils all have an important stake in the school. Pupils agree they could take more responsibility for their own learning. The school is well placed to build on its now established strengths.

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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?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	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	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	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	2	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**

Thank you for welcoming me to your school and for being so friendly and helpful. I really enjoyed my visit and want to share with you what I thought about your school.

What I liked most about your school:

- I think that you are taught well and that your teachers help you to think and work things out for yourselves
- I am delighted that you all get on so well together and I enjoyed watching the rehearsal for 'Snow White' and seeing how all the different subjects had been included in your 'educational pantomime'
- I like your enthusiasm for school and the fact that you are so fully involved in all that goes on and that you find learning fun
- Your parents and carers are very pleased that you come to this school.

What I have asked your school to do now:

- I think your teachers spend a lot of time marking your work and I think that you could do a bit more to help them by checking your mistakes and seeing if you have met the targets they set you.

I liked talking to you and watching you learn and wish you well for the future.