



# Eppleby Forcett Church of England Primary School

## Inspection Report

**Unique Reference Number** 121490  
**LEA** North Yorkshire  
**Inspection number** 281026  
**Inspection dates** 15 February 2006 to 15 February 2006  
**Reporting inspector** Mrs Delia Hiscock 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>	Eppleby
<b>School category</b>	Voluntary controlled		Richmond
<b>Age range of pupils</b>	4 to 11		North Yorkshire DL11 7AY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01325 718298
<b>Number on roll</b>	43	<b>Fax number</b>	01325718298
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr B Jones
<b>Date of previous inspection</b>	29 November 1999	<b>Headteacher</b>	Mr S Kirby

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 15 February 2006 - 15 February 2006	<b>Inspection number</b> 281026
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## **Introduction**

The inspection was carried out by one additional inspector.

## **Description of the school**

Eppleby Forcett Church of England (Voluntary Aided) School is a very small school near the town of Richmond, North Yorkshire. It provides education for 43 pupils between the ages of 4 and 11 and serves a rural community. The proportion of pupils with learning difficulties and/or disabilities is broadly average. There are no pupils from minority ethnic families, and only a tiny number of pupils are eligible for free school meals. On entering school, pupils' skills vary from year to year but are broadly average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Inspection findings agree with the school's overall view of its own effectiveness. This is a satisfactory school. Parents and pupils think well of their school, a key strength of which is the friendly, supportive ethos in which everyone is included.

The achievement of all pupils, including those with learning difficulties and/or disabilities, is satisfactory. By the end of Key Stage 2, the attainment and achievement of the tiny number of pupils is broadly average. Given the expected level of skills with which most children enter school, the good start they get in Reception and in the two mixed aged classes, this represents satisfactory progress. The leadership has used assessment information well to improve provision for the learning needs of pupils in Years 3 and 4 including the unusually high proportion of boys. The successful teamwork of governors, teachers and highly skilled teaching support places pupils' personal development and well-being at the heart of the school's work. Close partnership work with the churches, other schools and the village community extends and enriches the curriculum and activities provided.

Since the previous inspection, the school has improved marking and the use of assessment information well and pupils now have targets to attain. However, higher and average attaining pupils in Year 5 and 6 do not always work quickly and independently enough in lessons and for some, progress could be faster. The school leadership is well placed to make further improvements such as raising achievement in literacy and numeracy. Given the high costs, improving provision overall and satisfactory outcomes, the school provides satisfactory value for money.

### What the school should do to improve further

To raise achievement further the school should:

- increase the consistency of challenge for average and higher attaining pupils, and the pace at which older pupils work
- ensure that pupils know how to improve their work
- develop approaches to support boys' learning skills.

## Achievement and standards

### Grade: 3

Pupil achievement, including that of pupils with learning difficulties and/or disabilities, is satisfactory. Children enter school with skills that are generally as expected nationally. They make good progress and meet the learning goals expected by the end of Reception.

In the two mixed age classes of Key Stage 1 and Key Stage 2 respectively, pupils make variable progress. The results of national tests at the end of Key Stage 1 suggest that in some years, attainment is above average and in other years, that it is average. However, comparisons are difficult to make because of the difference in pupil numbers

in year groups - which range from 2 to 11 pupils. At the end of Key Stage 2, test results suggest that progress has not kept pace, and that there is a declining trend in attainment but this is not so. Inspection findings and the school's tracking and assessment of the individual pupils confirm that they make satisfactory progress from their earlier attainment. Pupils' skills for literacy, numeracy and information and communication technology (ICT) are adequate for their future needs. Most pupils meet the targets set for them, which in the main are challenging.

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

### **Grade: 2**

Personal development and well-being are good. Pupils enjoy school. Their positive attitudes are seen in the high level of attendance, good behaviour and friendly relationships with others. Pupils work well together and gain a wide range of satisfactory skills for their future needs. Older pupils are aware of what it is to be healthy and how to keep safe. At lunchtime and break times some take on important responsibilities such as charting healthy lunches and supporting younger ones as a mentor. Pupils say 'there are no bullies here'. The excellent range of sporting and arts clubs and extensive tuition for instrumental music contributes hugely to pupils' personal development. Links with the three local churches, other schools and the village communities, extend pupils' personal skills and provide opportunities for them to make their own contribution. The school council is active, has lots of ideas and as young members say, 'we get things done'. Spiritual, moral, social development is promoted well. Pupils become responsible, articulate individuals who show respect for others. Cultural development is outstanding, being much enriched by music, the arts, local traditions and experiences that widen pupils' understanding of the diversity of cultures in Britain today.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. Teachers prepare lessons clearly, provide good explanations and make learning enjoyable. Pupils know what is expected of them and they listen well. Interactive whiteboards are used effectively and make learning more accessible for pupils. The school's reorganisation of teaching groups for Years 3 to 6 for literacy and numeracy has made a positive difference to the quality of learning. Teaching is focused and smaller groups suit the wide span of learning needs. These changes bode well for the boys in Years 3 and 4, who find less active lessons more difficult even though they try hard and work well. In Reception, the outstanding work of teaching support means that children get off to a good start. Pupils with learning difficulties and/or disabilities learn as well as others and for some, early intervention helps them to make good progress towards the small steps set for them. However, some older pupils do not always work quickly enough and this hampers the progress they make.

Accurate assessments are made of the progress each pupil makes. Thorough checks are in place to ensure that pupils now work more consistently towards the targets set for them to attain. Most pupils know what they need to do to improve their work but not always how. Although marking has improved, there is not enough that is supportive and that relates to targets.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and complies fully with national requirements. There is an outstanding range of activities, visits and clubs that extend pupils' skills and encourage much participation in music, the arts and sports. These promote much enjoyment and help to meet the full range of pupils needs and cater for talent and interest. Other successful features of the curriculum are:

- learning to speak French
- the curriculum for children in Reception
- residentials, drama workshops and instrumental tuition.

There is satisfactory and improving provision to develop skills of literacy, numeracy and ICT. Pupils use them adequately in other subjects. Reorganisation of groups in Key Stage 2 for literacy and numeracy has improved provision. The importance of keeping safe and healthy is stressed in the school council and regularly at lunchtimes so pupils are able to make thoughtful decisions when faced with options. Imminent extension of the school's accommodation is set to improve both the conditions in which pupils work and the scope of activities they can undertake.

## **Care, guidance and support**

### **Grade: 3**

The level of care, guidance and support provided for pupils is satisfactory. The shared work of teachers, teaching support, governors and outside agencies ensures that pupils' personal development and well-being is good. However, there is more to do to further develop the amount and quality of academic guidance.

Care and support for individuals is good. Pupils feel valued and in turn they respond with respect and thought for others. Welfare and safety is stressed and pupils say they know who they would turn to. Child protection procedures have improved and, as with risk assessments, are known and applied by all staff.

Pupils say they are supported well in their learning and they know their targets to achieve. The school uses assessment information to track pupils' progress and personal development well. However, in Key Stage 2 pupils do not have enough specific guidance to help them to improve features of their work that relate to their targets.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher leads the small team well and much is in place to improve the conditions in which pupils learn. The school has yet to see the full outcomes of this work.

Improvement since the previous inspection is good. Additional teaching has improved the rate of progress of pupils in Years 3 and 4 and the school has made some headway in addressing the learning needs of boys. Attainment in writing now matches that in reading. Assessment is now used well to determine the progress of each pupil. The school has started to help pupils to grasp what they need to learn next and how best to do it.

There are strong links with the local churches, other schools and the village community, all of which enrich the expertise and support the school can draw upon to promote and augment learning. The school takes good account of and acts upon the views of parents and of pupils. Pupils agree, and are proud of their involvement.

Governors carry out their responsibilities comprehensively and are actively involved in checking the work of the school. Management promotes pupils' personal development and well-being successfully. Together with strong leadership in the Foundation Stage, the school demonstrates good capacity to move forward, as seen in the astute use of staff and resources available.

There is more to do to help pupils to be independent in their learning, make quicker progress at times and develop rigour in their working habits. The school's evaluation of leadership as good anticipates the impact of its initiatives and as such is higher than that of inspection findings.

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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>	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	2	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>	3	NA
The standards <sup>1</sup> 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

<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	1	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	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	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>	3	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>	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	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**

I really enjoyed my visit to your school. Thank you for being so friendly and talking to me about all you do in school. I would like to tell you what I thought about your school. I agree with you. 'Everyone's friendly' and as you say, you 'get to go on lots of trips and have good SAGS (sporting and games clubs). In fact, all the adults in the school care a lot for you and try to make sure you do well in your lessons.

The teachers provide lots of interesting things for you to learn and help you to know how to be safe and healthy. You behave well in lessons and around the school and you are kind to each other. I can see that you enjoy school. There are plenty of good things about your school, and especially the way everyone cares for each other.

To help make sure that everyone can do their best I have asked your teachers to:

- make sure you know exactly what to do to improve your work
- set work for you that helps you to learn quickly so that you can do even better.

You can help too by trying hard to reach the targets that your teachers and parents think you can get. Good luck for the future.