



South Kilvington Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 121516
LEA North Yorkshire
Inspection number 281031
Inspection dates 20 March 2006 to 21 March 2006
Reporting inspector Mr Peter Howard CfBT Lead Inspector

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

Type of school	Primary	School address	South Kilvington
School category	Voluntary controlled		Thirsk
Age range of pupils	4 to 11		North Yorkshire YO7 2LR
Gender of pupils	Mixed	Telephone number	01845 523 191
Number on roll	64	Fax number	01845 523 191
Appropriate authority	The governing body	Chair of governors	Mr D Tyson
Date of previous inspection	16 October 2000	Headteacher	Mrs L Taylor

Age group 4 to 11	Inspection dates 20 March 2006 - 21 March 2006	Inspection number 281031
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

This is a small rural primary school serving a wide area. The social and economic background of children is mixed. Most children start school with skills and knowledge typical for their age. However, given the small size of each intake, there is variation around the average from year to year. The proportion of children eligible for free school meals is below average. The proportion with learning difficulties and/or disabilities is above average. A very small number of children are from minority ethnic groups, but none are in the early stages of learning English. There have been some significant recent changes to staffing.

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 judges its overall effectiveness to be satisfactory. The inspection agrees and also finds that the school has some good features. It is particularly successful in promoting children's personal development and well-being. A strong commitment to providing high quality care and support for all children, based on a Christian ethos, results in children developing as confident and mature individuals. Relationships are good; children respect the feelings and needs of others, they enjoy school and their behaviour is good. Children's academic achievement is satisfactory, but they could do better. Emerging from a period of transition, quality and standards in the Foundation Stage are satisfactory, but are now well placed to improve. Test results at the end of Year 6 can vary significantly each year because of the small numbers in year groups. Overall they are broadly average and reflect satisfactory progress. Teaching is satisfactory. Improvements to assessment strategies are beginning to have an impact on children's learning, but teachers do not always use the information gained to plan tasks sharply matched to children's needs. The curriculum is satisfactory, with a good range of enrichment activities. The headteacher provides effective leadership, but the contribution of other staff to the leadership and management of the school is in the early stages of development. Progress since the last inspection has been good. The school knows its strengths and areas for development well and staff are committed to taking the school forward. In this context, the school has good capacity to improve further. Value for money is satisfactory.

What the school should do to improve further

Raise standards and achievement by ensuring that:

- information gained from the assessment of children's work is used more accurately to plan the next steps in their learning
- subject leaders develop subject knowledge and leadership and management skills so they can fulfil their roles more effectively.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Reception children make steady progress in all areas of learning and by the end of the year they attain the expected early learning goals. At the end of Year 2 in 2005, standards attained by children in national tests were broadly average in reading, writing and mathematics. These results are typical of recent years. Test results at the end of Year 6 have varied significantly over time, ranging from well above average to well below. However, school data shows that over the last three years each Year 6 group made the progress expected of them. Standards for the current Year 6 group are broadly average and reflect satisfactory progress. The school's recently improved tracking systems are helping to ensure that children are set more challenging targets, but the impact of these is not yet evident in test results.

Children with learning difficulties and/or disabilities receive effective support and are making satisfactory progress.

Personal development and well-being

Grade: 2

The inspection agrees with the school's evaluation that children's personal development and well-being are good. Children are polite and friendly; they work hard, behave well and enjoy school. Spiritual and moral development is promoted effectively through the school's Christian ethos. The very good relationships evident in school strongly promote children's social development. Children value the school council; they feel it gives them a voice in school that is listened to. This, and the many other opportunities they have to exercise responsibility, for example, by looking after younger children in the playground, contributes to children's increasing maturity and their sense of involvement in school life. Children are developing a growing understanding of beliefs and views that are different from their own. They gain a good awareness of community through links with the church and by taking part in local events. They are becoming aware of the benefits of healthy eating and participate well in the school's good range of sports clubs. The school's high expectations in regard to behaviour and the opportunities given to children to take responsibility, prepare them well for the world of work. All of this is reflected in children's above average attendance.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall, which reflects the school's own evaluation. However, there are several good features. A positive learning climate, for example, ensures all children gain confidence to take a full part in lessons. Consequently, most show they are keen to learn through their enthusiasm to ask and answer questions. Teachers' good organisation and planning, with clearly established and consistent routines, form a secure foundation for learning. New strategies to involve children in their own learning, for example by explaining learning objectives and setting targets, are beginning to have a positive impact, helping children to develop into more reflective learners. Teachers are making increasingly effective use of the school's recently introduced systems for tracking children's progress. However, teachers do not consistently make accurate use of the information to plan tasks sharply matched to children's needs. As a result, some teaching lacks sufficient focus and challenge to ensure good progress for all. Information is well used to identify additional support for groups of children making slower progress. Teaching assistants contribute positively by supporting individuals and groups, particularly those with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

The quality of the curriculum and other activities is satisfactory overall, with several good features. This agrees with the school's evaluation. The school has made good use of its restricted accommodation to provide a stimulating environment. A planned building programme this year will allow it to further extend the opportunities for learning. The curriculum in the Foundation Stage is well planned to provide a wide range of activities both inside and outdoors. The curriculum for all other children meets statutory requirements and rightly prioritizes literacy and numeracy for continuing development. The school is aware of the need to increase links between subjects to broaden and deepen children's learning. Imaginative support for children's personal development is a strength. There is a wide range of enrichment and after school activities that enhance the work in classrooms; for example, visits to places of interest, including a residential week for Year 6, and visitors into school such as an African dance group.

Care, guidance and support

Grade: 2

The inspection agrees with the school's evaluation that the quality of care, guidance and support is good. Provision to promote children's personal and emotional development is a strength of the school. Good relationships at every level ensure that all children feel safe. One child said, 'Adults are friendly and never say no when you ask for help'. Children know that bullying is not tolerated in school and this gives them the confidence to manage issues that arise. The way children are helped to support each other is a strong feature of the school. New assessment strategies and systems for tracking children's progress are beginning to be used to help children to have increasing understanding of the quality of their work and what they need to do to improve. Children with learning difficulties and/or disabilities are accurately identified and supported by well targeted and effectively delivered support programmes. Policies for health and safety and child protection are thorough and the procedures are in place.

Leadership and management

Grade: 3

The inspection agrees with the school's evaluation that the quality of leadership and management is satisfactory. The headteacher is thoughtful and committed. She has set a clear direction for improvement and acts as a strong stabilising force in the school. Her evaluation of the school is accurate and provides a good platform upon which the school can move forward. Since the last inspection, the school has been very successful in improving provision to promote children's personal development. There has been considerable progress in the organisation and presentation of the accommodation. Major changes in staffing, particularly significant in a small school, have been well managed and the positive impact of these changes is becoming evident. The school

has been less successful in making improvement to standards and progress. The headteacher has implemented a range of appropriate strategies to address this issue, including new approaches to assessment and the tracking of children's progress. These are beginning to have an impact on children's learning, but are not yet consistently applied across the school. The staff work together well as a team, but subject leadership is at an early stage of development. Governors are very supportive of the school, but need a more informed and detailed understanding of the school's strengths and weaknesses to play their part to the full. The school has strong support from parents who appreciate its commitment to the children. One wrote saying, 'There is a genuine sense of community amongst all the groups belonging to the school'.

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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?	2	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

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?	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

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?	2	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	2	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	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

Thank you very much for welcoming me to your school and being so polite and friendly. I enjoyed my visit.

What I liked most about your school:

- the conversations I had with you that showed me how grown up you are when you talk about school life
- that you behave so well and work so hard
- the way you get involved, in what goes on in your local community as well as in school
- how hard all the staff in school work, how well they look after you and keep you safe and how much they want you to do well in school
- the way the staff have been so imaginative in their displays - inside and in the playground - to make your school such an attractive place.

I think there are lots of good things going on in school, but one or two could be done even better.

I have asked the staff to make sure that they set you work that is just right for you, so that you can all make as much progress as you can in every lesson.

The staff take responsibility for leading different subjects and I have asked the school to make sure that they are helped to do this as well as they can.

I enjoyed meeting you and seeing you in your lessons and I wish you all the best for the future.