



## Inspection Report

**Better  
education  
and care**

**Unique Reference Number** 121562  
**LEA** North Yorkshire  
**Inspection number** 281042  
**Inspection dates** 7 June 2006 to 8 June 2006  
**Reporting inspector** Mr Peter Howard 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>	Goldsborough
<b>School category</b>	Voluntary controlled		Knaresborough
<b>Age range of pupils</b>	5 to 11		North Yorkshire HG5 8NJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01423 862617
<b>Number on roll</b>	62	<b>Fax number</b>	01423 864563
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr L Ogden
<b>Date of previous inspection</b>	4 May 2000	<b>Headteacher</b>	Miss J Wrathall

---

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 7 June 2006 - 8 June 2006	<b>Inspection number</b> 281042
-----------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

Goldsborough Church of England Voluntary Controlled School is a small rural primary school serving an area of social advantage. Pupils are organised into three mixed age classes. Very few pupils are eligible for free school meals and the school identifies only a small number of pupils with learning difficulties and/or disabilities. The proportion of pupils from minority ethnic groups is very low and there are no pupils in the early stages of learning English. The number of pupils entering or leaving school during the year is sometimes above average.

## **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 has judged overall effectiveness to be good; the inspection finds that it is satisfactory. Pupils enter school in Reception with skills and knowledge that are above average. They leave Year 6 having attained standards in the national tests in English, mathematics and science that are also above average. Standards and quality in the Foundation Stage are satisfactory. Pupils make satisfactory progress in all phases. Teaching is satisfactory, but the school's tracking of pupil progress and system for setting targets is not consistently effective at ensuring that children achieve as well as they might. The school is successful at ensuring pupils' personal development and well-being, which is good. A strong commitment to providing high quality care for all pupils results in them feeling safe and well looked after. Relationships are good and pupils respect the feelings and needs of others. Pupils enjoy school and their behaviour is good. The school has identified the need to broaden pupils' experience of the curriculum and is already taking appropriate action to that effect. Leadership and management are satisfactory, but do not make enough use of data about pupil achievement when reviewing school performance. As a result, its self-evaluation is over-generous. Strategic planning is not sufficiently well focussed on an appropriate range of key priorities to take the school forward. Improvement since the last inspection and the capacity to improve further are satisfactory. The school gives satisfactory value for money.

### What the school should do to improve further

- Develop a greater understanding of school performance data and ensure that this contributes to a process of rigorous self evaluation.
- Focus the school's strategic planning on a manageable number of priorities to take the school forward.
- Develop tracking of pupil progress and target setting so that consistently challenging targets are set and achieved.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory. Pupils enter school with skills and knowledge that are above average for their age. Quality and standards in the Foundation Stage are satisfactory. Given that the groups being assessed each year may be very small, it is to be expected that results in national tests will vary, and this is the case. At the end of Key Stage 1, standards in writing and mathematics are above average. Standards in reading have been average in recent years, but evidence of the positive impact of school strategies to raise standards is now emerging. At the end of Key Stage 2, standards in English, mathematics and science are above average. Pupils make satisfactory progress at all stages of their life in school. However, targets are not sufficiently challenging to ensure that pupils make all the progress they are capable

of. Pupils with learning difficulties and/or disabilities are taught effectively and also make satisfactory progress.

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

### **Grade: 2**

Pupils' personal development and well-being are good. The school has a calm orderly atmosphere, which reflects the good relationships between all members of the school community. Pupils appreciate the care and support they are given by staff. Their social, moral, spiritual and cultural development is good. The school's Christian ethos provides a firm foundation for developing pupils' understanding of right and wrong. Despite the school's encouragement to enjoy a healthy diet and take exercise, pupils are still at the early stages of understanding the importance of practising a healthy lifestyle. Pupils are aware of the need to keep themselves safe and can talk with maturity about their need to do so. Pupils enjoy being in school and have positive attitudes to their learning. This is reflected in their attendance, which is above the national average. They take enthusiastic advantage of the many opportunities the school offers to exercise responsibility; for example there are good systems in place for older pupils to support younger ones. As a result pupils feel secure in school. Pupils value the pupil council and are proud of its role in school life, for example in helping set school rules. There are very good links with local secondary schools; pupils are well prepared for the transition and they look forward to it with confidence.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. As a result, pupils are making sound progress in lessons. Classrooms are well organised and pupils behave well owing to teachers' successful strategies aimed at developing pupils' self-discipline. Staff work well as a team, for example in planning together, and this contributes to a consistency of approach. The most effective teaching makes good use of first hand experiences to bring out the best in pupils. The school's own monitoring of teaching has identified weaknesses that the inspection confirms. For example, the pace of lessons is sometimes too slow and questioning not always used to the best effect to extend pupils' learning. Teaching is not always well matched to the needs of individual pupils in the school's mixed age classes. Targets set by teachers in English and maths are a positive feature, but they are not yet used with sufficient consistency to raise achievement. In helping pupils to meet their targets, teachers do not make the best use of marking to focus pupils on what they need to do to improve. Pupils with learning difficulties and/or disabilities are identified promptly. Teaching assistants make a significant contribution to these pupils' self-esteem and learning.

## **Curriculum and other activities**

### **Grade: 3**

The quality of the curriculum and other activities is satisfactory. Many aspects of pupils' learning are supported through well planned activities. The school meets all statutory requirements and there is sound provision for English and mathematics. The school recognises that the focus on these two subjects in recent years has led to a narrowing of the curriculum and the inspection agrees. As a result, other subjects do not receive the coverage they deserve and pupils' experience of the curriculum lacks breadth and depth. The school is already creating more opportunities for pupils to undertake extended study and explore links between subjects. Access to local sports facilities and recent improvements to the school's accommodation further extend the curriculum opportunities open to pupils. There is a widening range of enrichment activities, including more use of visits and visitors, participation in area sporting competitions and the teaching of French.

## **Care, guidance and support**

### **Grade: 3**

The quality of care, guidance and support is satisfactory. Staff give pupils a high level of care and treat them with respect. Pupils feel safe in school and are confident that, if they were in difficulty, the staff would help them. One child said, 'If you have a problem, someone will always help.' This feeling of confidence clearly makes a strong contribution to their enjoyment of learning. Arrangements to ensure health and safety and child protection are secure. However, the analysis of the information gained from assessment is not sufficiently effective to ensure the school has a full understanding of the progress made by pupils. As a result, pupils do not consistently meet challenging targets. Pupils with learning difficulties and/or disabilities are well supported by staff, who work closely with these pupils and their carers to ensure that they make satisfactory progress.

## **Leadership and management**

### **Grade: 3**

The quality of leadership and management is satisfactory. It ensures good personal development for pupils, where the strong commitment from the headteacher and all other adults results in many positive outcomes. Effective relationships with parents and links with external agencies contribute to this. The headteacher has successfully managed the recent major building programme, which has had a positive impact on school life. Although standards are above average, progress is only satisfactory and pupils could achieve at a faster pace. The headteacher and her staff share many responsibilities in this small school and work well together. However, greater rigour is necessary to maximise their impact on school improvement. Understanding of data from assessments of pupils' work, by all levels of leadership and management, is not sufficiently accurate to ensure that they have a proper understanding of pupils' progress. As a result the school's self evaluation is too generous. The school's strategic

planning has benefited from recent improvements, but does not yet employ consistently effective success criteria and is still seeking to make improvements on too wide a front to be fully effective. Governance is satisfactory: governors are supportive and committed to the school. However, fuller understanding on their part of the school's strengths and weaknesses is necessary to ensure they can play their part to the full. Parents and pupils are consulted about aspects of school life and feel that their views are listened to and acted upon. The school has strong support from parents.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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>
--	-----------------------	--------------

### 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	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>	3	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	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	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	3	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>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	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	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

<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 the very friendly welcome you gave me. It was a real pleasure to meet you and be part of the happy atmosphere in your school.

My job was to find out how well your school is working for you, your family and the community. You told me how much you enjoy school and I believe you have good reason to do so. Here are the things I especially liked:

- your good behaviour and the way in which everyone in your school is so kind and helpful. The mature way you talk about school
- how hard your headteacher and all the staff in school work to look after you and keep you safe. They really want you to do well in school
- the improvements to your school buildings that give you more space.

I have asked the governors and all the staff in school to work together to:

- make more use of your test results and other information when they decide how well you and the school are doing
- concentrate on just a few things each year when they plan to make the school even better
- improve the way they keep track of how well you are doing and then set work that is just right for each of you.

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