

Hunton and Arrathorne Community Primary School

Inspection report

Unique Reference Number	121302
Local Authority	North Yorkshire
Inspection number	292072
Inspection dates	14–15 March 2007
Reporting inspector	Alan Keenleyside

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	48
Appropriate authority	The governing body
Chair	Mr T Glover
Headteacher	Mr S Kowal
Date of previous school inspection	14 January 2002
School address	Hunton Bedale North Yorkshire DL8 1QB
Telephone number	01677 450342
Fax number	01677 450342

Age group	4–11
Inspection dates	14–15 March 2007
Inspection number	292072

© Crown copyright 2007

Website: 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

The small pupil numbers at Hunton and Arrathorne Community Primary means that pupils here are placed in mixed age classes. In this rural school, pupils are mainly from a White British background and the proportion entitled to free school meals is very low in comparison with the national average. The percentage of pupils with learning difficulties and/or disabilities (LDD) is higher than the national average, as is pupil mobility. The school has achieved Healthy Schools status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hunton and Arrathorne is a good school where continued improvement and success is due to the determination of the headteacher, staff and governors to provide the best education for pupils. The school has an accurate understanding of its strengths and where it needs to do better because its monitoring procedures are robust. Suitable actions are taken to improve aspects of the school's development, although the detailed plans relating to this do not yet focus sufficiently on outcomes for the pupils. The school's capacity to improve further is good.

Year groups in the school are small, and pupil mobility is high in the older classes. This makes it difficult to compare national test results with other schools.

Pupils achieve well overall although the progress they make varies throughout the school. When they start school, children's achievements generally are slightly above those typical for their age but variable. Pupils in the Foundation Stage are confident and secure in their surroundings and undertake tasks with enthusiasm. They make good progress and, as a result, by the end of the Reception year they reach standards above those expected. Pupils' progress is steadier in Key Stage 1. They reach broadly average standards but could these could be higher. As pupils move through Key Stage 2, progress strengthens and the standards they reach are often above the national averages. The pupils with LDD make satisfactory progress, rather than the good progress of their peers. Teaching is good, particularly in Key Stage 2. In the majority of lessons, teachers make careful use of the school's accurate assessment information to provide stimulating learning activities. However, lesson plans in the Foundation Stage and Key Stage 1 sometimes focus insufficiently on the pupils' learning outcomes, resulting in a lower level of challenge for pupils.

The school is at the centre of many local community activities and enjoys high levels of support and confidence from parents. One parent described the school as having a "happy, caring ethos". Pupils demonstrate good attitudes towards their work and they enjoy coming to school. They are confident and mature, easily engaging adults in conversation. Their behaviour in and around school is outstanding. Relationships are very good, and pupils willingly accept responsibility. They recognise that the staff provide them with good quality guidance and support. Consequently older pupils are very clear about what they have to do to improve. The curriculum is good and is enriched by a wide range of visits and visitors to the school. This is reflected in the good progress that pupils make in their personal development and well being. Pupils' spiritual, moral, social and cultural development is good. A strong emphasis on information and communication technology (ICT) and acquiring secure basic skills prepares them well for their future economic well being. The school provides good care for pupils. Safety procedures are robust and consistently discharged. Pupils are confident in their surroundings and this provides a secure platform for their learning. The school provides good value for money.

What the school should do to improve further

- Ensure all teaching matches the best in the school.
- Raise standards in reading, writing and mathematics at Key Stage 1.
- Improve the progress and attainment for those pupils who have learning difficulties and/or disabilities.
- Ensure that developmental plans are sharply focused on outcomes for pupils.

Achievement and standards

Grade: 2

Pupils' achievement is good overall. What pupils can do when they start school varies, but taken overall, attainment on entry is slightly above that typical for this age. They achieve well in Reception and by the beginning of Year 1 many reach and exceed the expected levels, demonstrating good progress. Although progress slows in Years 1 and 2, pupils reach standards that are similar to the national averages. Pupils' standards in writing are higher than those in reading and mathematics, reflecting the focus placed upon this subject by the school.

Work in lessons and pupils books confirms that progress is good as pupils move through Year 3 to Year 6. The standards pupils reach vary from year to year, reflecting the small number of pupils, but are generally above national averages. Pupils make better progress in Key Stage 2 than in Key Stage 1. This is the result of consistently good quality teaching and the effective use of assessment information to set pupils challenging targets and provide stimulating work that captures their interest and enthusiasm. Pupils with LDD make satisfactory progress towards their targets, but they do less well than other pupils. Standards in history, an issue from the last inspection, have improved and pupils are now working at the level expected in this subject.

Personal development and well-being

Grade: 2

Pupils' personal development is good and supports their learning well. Pupils enjoy coming to school and this is reflected in their good attendance. Older pupils approach challenging activities confidently, work together well and are willing to try out their ideas such as scripting a dialogue based on Shakespeare's 'Macbeth'. Pupils' acquisition of basic literacy and numeracy skills is good. These skills, together with their good social skills, prepare them well for their future.

Pupils take their responsibilities seriously. For example, older pupils support younger ones well in their role as fruit monitors and around the school. The school council works well. It makes decisions that affect the school such as identifying the need for indoor and outdoor play equipment and deciding what to buy. Standards of behaviour are outstanding. Spiritual, moral, social and cultural development is good. Through assemblies, pupils' spiritual development is enhanced well as they reflect on aspects of their lives. Pupils enjoy the wide range of cultural opportunities, such as the African week which focused upon the performing arts, to extend their learning. Pupils have a good understanding of keeping safe and healthy; they enjoy the range of sporting activities such as golf and netball and are aware of the importance of exercise to keep fit.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Typically lessons are based on good subject knowledge, are well planned and structured, and provide clear explanations to pupils. The pace of these lessons is good and pupils strive to keep up with the teacher's challenges. Some lessons in Key Stage 1 provide more limited challenge, but pupils' positive attitudes to work means that they make at least satisfactory progress. Relationships between adults and pupils are very good. Teachers know their pupils well, due to a range of formal assessments and regular marking of work which clearly shows pupils what they must do to improve. Pupils are confident about

what they have learned and can explain it well. They demonstrate good levels of concentration, perseverance and pride in their work. Teachers work well with the teaching assistants to provide satisfactory support for pupils with LDD. The management of behaviour throughout the school is very good.

Curriculum and other activities

Grade: 2

The curriculum is good and meets all statutory requirements. Provision for basic skills, including literacy, numeracy and ICT is good. Gifted and talented pupils are catered for well through extension activities and additional support in classes. Pupils with LDD have full access to the curriculum and make satisfactory progress. Activities are planned for enjoyment and interest and as one pupil on the school council said "teachers make learning fun". A good range of enrichment activities adds to pupils' development. Extra opportunities for sport, music and German language sessions appeal to pupils' interests and add value to their learning. Older pupils are enthusiastic about their residential visit to an outdoor centre where they have good opportunities for adventurous activities and learning self reliance and team skills. An exciting programme of visitors and visits, such as to the Learning For Life centre extends their experiences of the wider world. The school works well with other local schools to share curricular activities such as swimming and a residential visit. Although the Foundation Stage curriculum is appropriately planned this sometimes lacks a sharp focus on learning outcomes for the children.

Care, guidance and support

Grade: 2

Care, guidance and support for the pupils are good. Effective procedures, including risk assessments, child protection procedures and health and safety checks are in place in an organised and well supervised environment. Pupils requiring extra help are quickly identified and allocated support. Parents are very happy with the level of care that the staff provide. Pupils know that any concerns that they have will be taken seriously, so they are confident about asking staff for help. Pupils state that there is no bullying. Progress is carefully tracked and individual targets in Key Stage 2 are used well to guide pupils towards higher achievement and standards. While marking is conscientious and encouraging in Key Stage 2, in other classes it does not always tell pupils enough about how they can improve, or how well they are doing.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and governors work well together to manage the challenges of a small school, including the financial constraints under which it operates. The school provides good value for money. The headteacher works with energy and determination to drive the school forward. Together with the governing body, he sets a clear educational direction for the school with an emphasis on raising standards and promoting personal development. This helps pupils maximise their progress and grow in confidence and self esteem. The ethos of care which exists across the school contributes to the strong personal development and inclusion of all pupils.

Assessment systems and detailed tracking of pupils' progress are embedded, and this contributes to the generally good achievement and standards of the pupils. The overwhelming majority of

parents believe that the school is well led and managed. The views of parents and pupils are regularly taken into account. Leadership of the Foundation Stage is satisfactory. The school is currently working on a planned programme of support with external consultants to develop this aspect of its work.

All areas of leadership and management are regularly and rigorously monitored. The school's self-evaluation is accurate in highlighting areas that need to be improved. The performance management system reflects a clear commitment to improve the quality of teaching and raise standards. There is a well developed programme of staff development in place, and training is tightly focused on the priorities for school development. Detailed improvement plans are in place, but they lack a sharp focus on the outcomes for pupils.

Governors are supportive of the school. The governing body has a good understanding of its role and responsibilities and is knowledgeable about what is happening in the school through regular monitoring visits. Since the last inspection the school, has acted decisively to bring about the improvements suggested, such as the use of assessment. The headteacher, governors and staff are committed to improving provision and this gives the school a good capacity to make further improvements.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

I had a very enjoyable time in your school. You are very welcoming and friendly. It was good to see you growing up into confident young people. I particularly liked the conversations at lunchtime with you and the school council meeting I attended. You were very helpful in providing information, which showed how pleased you are to attend your school and how much you enjoy your education. Your behaviour in and around school was excellent. Well done - you are a credit to your school.

Hunton Primary is a good school. In particular, the staff provide you with good support to help you develop. The staff work hard to help you learn and they do it well. The standards which you achieve by Year 6 are above average and this is a result of hard work by you and the staff. The fundraising you take part in to support worthy causes such as the "Blue Peter Shoebiz" appeal shows you are caring individuals who want to help others. You join in many things, and told me in particular how much you enjoy the after school activities, visits and the residential trip for older pupils. Your school council does a very good job on your behalf and the headteacher values what it has to say.

I have asked Mr Kowal, the staff and governors to make all lessons as good as the best so you can do even better in reading, writing and mathematics, especially those of you who find learning difficult. I have also asked them to think about how their plans for the school will help you to achieve even more. Please thank your parents for all the very useful information which they provided for me. They clearly like your school and consider it is doing well. They are right to think so.

Thank you once again for making my visit to Hunton so enjoyable. I wish you all the best for the future.