

Bainbridge Church of England Primary and Nursery School

Inspection report

Unique Reference Number	121477
Local Authority	North Yorkshire
Inspection number	292129
Inspection dates	27–28 March 2007
Reporting inspector	John Heap

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	60
Appropriate authority	The governing body
Chair	Mrs Muriel Lambert
Headteacher	Mrs Elaine Hopwood
Date of previous school inspection	22 January 2002
School address	Bainbridge Leyburn North Yorkshire DL8 3EL
Telephone number	01969 650336
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Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small school serves a rural area with few signs of deprivation. All pupils come from a White British background. Although a below average proportion of children have learning difficulties and/or disabilities, the number changes year-on-year. Children arrive in Nursery with typical abilities for their age. The school has been through a difficult period because of staff illness and changes. A three-phase upgrade of the building has begun and the first phase is complete. The school has the Healthy School and ActiveMark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school that gives sound value for money. Recent improvements in standards, assessment procedures and improvement planning led the school to judge itself as good. These initiatives have not had enough time to bring about sufficient improvement to be judged good, particularly in the progress pupils make.

Pupils' personal development is good because the school has a very caring ethos and there are strong parts to the otherwise satisfactory curriculum. Pupils' particularly good moral and social development leads to excellent behaviour and very good attitudes to school and work. Pupils show a good knowledge and understanding of how to lead healthy lifestyles and their knowledge of how to keep themselves safe is excellent. The school's work in these areas has brought them awards. Most pupils and parents are agreed that schooling is enjoyable and the satisfactory, regular attendance supports this view. Pupils make a good contribution to school and local life through their good links with the community, the new school council and the way they carry out day-to-day responsibilities.

Satisfactory teaching, learning and academic development promote average standards and sound achievement. Children get a satisfactory start in the Foundation Stage (Nursery and Reception) and reach the nationally expected goals by the time they enter Year 1. Pupils make satisfactory progress from Years 1 to 6. Nevertheless, results since 2004 are on an upward trend, especially in English and mathematics.

Teaching and learning are satisfactory. Although there are strong elements, there are also areas for improvement, particularly in the way pupils are guided and supported in their learning. This is because assessment and tracking of pupils' academic achievements are not always used effectively to match work to pupils' individual needs. Moreover, marking does not consistently show pupils how well they are achieving their personal targets and what they need to do to improve.

Satisfactory leadership and management include some signs of improvement over the last two years. The headteacher has shown good leadership in stabilising the school after a period of staffing disruption and maintaining the focus on improvement. She has benefited from the good support of the assistant headteacher, staff and governors. Sound improvement planning identifies the right priorities but the indicators of academic success are not always measurable, nor do they include targets for all year groups. As a result, the goals for each member of staff are not clear enough. Governance is satisfactory. Strengths include the monitoring of health and safety and financial matters but formal evaluation of the school's work could be more rigorous.

What the school should do to improve further

- Improve teachers' use of assessment and tracking information in matching work to pupils' individual learning needs.
- Improve the quality of marking so that pupils know how well they are doing and what they need to do improve further.
- Make the indicators of academic success in the school improvement plan measurable and include targets for each year group.

Achievement and standards

Grade: 3

Standards are average and achievement is satisfactory. Children in the Foundation Stage make sound progress and by the time they move to Year 1, most achieve the nationally expected goals. In the current Years 2 and 6, standards are average and pupils have made satisfactory progress. Pupils do best in reading and mathematics, but writing standards are improving because the school has focused strongly on improving the quality of written work. The tracking of pupils' achievements shows that progress is uneven over time with a stronger showing in Years 5 and 6. For the current Year 6, slower progress in Years 3 and 4 was partly the result of disruptions to staffing. Pupils with learning difficulties and/or disabilities get satisfactory support and make sound progress towards their goals.

A cautious view has to be taken of the results of national tests in Years 2 and 6 because of the small numbers of pupils taking part. This means that the performance of one pupil could be 25% of the overall result. Consequently, scores in national tests often fluctuate, particularly at Year 2. Nevertheless, there has been an upward trend in standards since 2004, particularly in English and mathematics. This has been brought about by specific initiatives to improve attainment.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Moral and social development are particularly strong. As a result, pupils know the difference between right and wrong; excellent relationships with adults and between pupils are evident and this all leads to exemplary behaviour and pride in the school. Children in the Foundation Stage quickly develop good social skills and this is fostered by older pupils taking pride in looking after the youngsters. Pupils welcome the many opportunities to take on responsibilities around school and this is part of the reason parents report that their children clearly enjoy coming to school. This is further reflected in their consistent and regular attendance and excellent behaviour. Pupils play safely and have an excellent understanding of the importance of being vigilant and careful in all things that they do. They know that it is important to lead healthy lifestyles and this is exemplified in the awards the school has achieved. Pupils very good attitudes to school and learning and the development of satisfactory basic skills in English, mathematics and information and communication technology (ICT) mean that preparation for later schooling and life is sound. Pupils of all ages are beginning to contribute to decision making through the newly instituted school council. For example, they have provided helpful contributions on fundraising for charity, improvements to school lunches and changes to the routines for swimming.

Quality of provision

Teaching and learning

Grade: 3

The positive and brisk atmosphere in all classrooms promotes pupils' very good attitudes and interest in their work. Typically, teachers are well organised; present new learning clearly and use resources well to reinforce and strengthen learning. Teachers manage lessons well and this promotes excellent behaviour and there are few disruptions to learning. There is a mixed picture on the use of assessment information to direct pupils' learning. For example, in Years 3 to 6,

progress is now more consistent and this is starting to overcome the effects of previous disruptions to pupils' learning. Nevertheless, there are some missed opportunities to challenge higher attaining pupils because the match of work to pupils' individual needs is not always precise enough. Marking is regular, but remarks do not indicate to pupils how well they are doing and, more importantly, what they need to do next to move on to the next level of attainment. Support for pupils with learning difficulties and/or disabilities is satisfactory and these pupils make sound progress. Extra provision in literacy is helping with knowledge and understanding but the quality of the written work of these pupils is very variable.

Curriculum and other activities

Grade: 3

The curriculum plays a satisfactory part in pupils' academic development. Sound English, mathematics and ICT skills are used and developed adequately across other subjects. The curriculum also makes a good contribution to pupils' personal development. Pupils' social and emotional well-being is enhanced well by the teaching and learning opportunities fostered by a national project, including the use of circle time (class discussions). Moreover, there are very helpful contributions from external providers, most particularly in relation to safety. Pupils' interests, skills, knowledge and understanding are broadened by visits (including a residential), visiting speakers and clubs. Performing arts make a good contribution to the quality of the curriculum, particularly in music. The curriculum in the Foundation Stage is satisfactory and strongly fosters basic literacy and numeracy skills. The school recognises that the facilities for outdoor activities need improving and the plans for this development are part of the schools' ongoing building programme.

Care, guidance and support

Grade: 3

Staff know pupils and their families well and all aspects of safeguarding, child protection and health and safety are robust and understood by all. Effective monitoring promotes regular attendance and excellent behaviour, and parents and pupils agree that the school is a secure and safe place to be. Arrangements for children starting in Nursery are good and a strong relationship is forged with parents, particularly the joint efforts to assess children's achievements. As a result, children settle quickly into school routines. Pupils with extra learning needs get satisfactory support in lessons and there are effective links between staff, parents and external agencies to meet their specific needs. The satisfactory procedures for monitoring and tracking pupils' achievements are making a sound contribution to the identification of individual pupils' learning needs. Nevertheless, more work is needed to establish an effective link between using assessment information to set accurate learning targets, match work more precisely to the individuals' needs and marking.

Leadership and management

Grade: 3

The headteacher has provided good leadership in improving both the use and development of academic assessment and the quality of school improvement planning. As a result, the school has a better view of where there are inconsistencies in pupils' progress and the provision made. Initiatives have been introduced to overcome these and there is an upward trend in results, particularly in English and mathematics. Nevertheless, there are areas that require improvement,

such as more rigorous monitoring of teaching and pupils' academic work. Currently, the observation of teaching and learning is too concerned with the performance of the teacher, rather than what the pupils are learning. Although priorities in the school improvement plan are accurately identified, the measures of academic success are too focused on the results achieved in Years 2 and 6, rather than plotting challenging targets for all year groups. Consequently, it is more difficult for leaders and managers to monitor rates of progress. Although the sound governing body receives more information than previously, it could develop more procedures of its own to better evaluate the work of the school. Financial management is prudent and effective and benefits from the good work of the visiting bursar. Given the steadily improving picture, the capacity for further improvement is satisfactory.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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 thoroughly enjoyed visiting your satisfactory school this week. I am most grateful for the warm welcome, courtesy and the help you provided.

What I really liked about your school.

- The improvements in English and mathematics standards over the last couple of years.
- In Nursery, the good links with home that enable children to settle quickly and understand school routines.
- The way that your very strong moral and social development lead to excellent behaviour, very good attitudes to school and the strong relationships you develop.
- The good range of activities that enrich your personal development, such as visitors who provide musical and safety expertise.
- The way that you all contribute to a very safe and caring ethos in the school.
- The way that the school is bringing in better ways to keep an eye on how well you are doing and to improve the school.

I have asked your teachers to make sure that when they set you work it really makes you think hard. I have also suggested that teachers' marking gives you a clear idea of how well you are doing and what else you need to do to meet those targets. Finally, I have said that the plan for improving the school should set targets for each year group to work towards. You can be very helpful by: working hard, always doing your best work and following the advice from your teachers.

Good luck and best wishes for the future.