

Huby Church of England Voluntary Controlled Primary School

Inspection report

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| Unique Reference Number | 121501 |
| Local Authority | North Yorkshire |
| Inspection number | 292140 |
| Inspection dates | 25–26 April 2007 |
| Reporting inspector | Rosemary Rodger |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 88 |
| Appropriate authority | The governing body |
| Chair | Mrs Jean Abbey |
| Headteacher | Miss Rachel Hindle |
| Date of previous school inspection | 7 May 2002 |
| School address | Tollerton Road Huby York North Yorkshire YO61 1HX |
| Telephone number | 01347 810432 |
| Fax number | 01347 811779 |

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small school is situated in a small village north of York. The area is advantaged socially and economically which is reflected in the small number of pupils eligible for free school meals. A below average proportion of pupils have learning difficulties and/or disabilities, including two pupils with a statement of special educational need. All pupils are of White British heritage with a very small number of pupils with a mixed heritage. The school has achieved a Basic Skills Quality Mark and a Healthy School Award. The headteacher joined the school at the start of the school year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Huby Church of England Primary is a good school that provides an effective quality of education for its pupils. Overall, pupils achieve well throughout the school. The headteacher has made a thoughtful and well paced start in building on the school's existing strengths and creating a clear agenda for its continuing development. All aspects of the school's work are good as a result of effective leadership over a number of years. Parents are very positive about the contribution the school makes to their children's personal development; for example, they praise the 'caring, nurturing and child-centred' characteristics of teaching. Standards were above average in the most recent national tests in English, mathematics and science in Years 2 and 6 with more able pupils achieving particularly well. The school exceeded its targets in 2006. These good results are reflected in the day-to-day work of pupils because they are taught well and, at times, excellently taught. Pupils with learning difficulties and/ or disabilities achieve well and benefit from well targeted support.

The personal development and well-being of pupils are good. They behave well and have positive attitudes to learning. Pupils enjoy school and value the care and guidance provided by their teachers. Healthy lifestyles are continually promoted through daily healthy eating and fruit snacks. Older pupils have key roles and responsibilities on the school council and through 'buddying' younger children. The good curriculum provides a great deal of enrichment through visits and visitors and a high priority to developing basic skills and promoting keeping fit. The quality and standards in the Foundation Stage are satisfactory. There are some weaknesses in planning the curriculum and provision for outdoor learning is limited due to lack of resources. Good quality care, guidance and support ensure pupils are well cared for. Leadership and management are effective. The school's self evaluation of its strengths and areas for development is accurate. Actions to improve information and communication technology (ICT) are well established and well demonstrated in the widespread use of laptops and interactive whiteboards in lessons. The school has a good capacity to improve and currently provides good value for money.

What the school should do to improve further

- Improve the curriculum for the Foundation Stage so that children have access to learning inside and outside that is planned to cover all areas of learning.

Achievement and standards

Grade: 2

Achievement is good and standards throughout school are above average. By the time children leave the Reception year, they have reached above average standards in all areas of learning, apart from aspects of communication, language and literacy. Good progress is maintained in Key Stage 1 in reading, writing, mathematics and science with more able pupils achieving particularly well. This results in standards that are above average, including in reading and writing. Standards have been above average by the end of Key Stage 2 for the past three years. There is some variability in standards from year to year because of the small number of pupils in each year group. Achievement is consistently good because teaching is challenging and expectations are high particularly for the younger age groups in each class. The pupils' good attitudes and eagerness to learn make a great impact on progress throughout school. Pupils

with learning difficulties and/or disabilities achieve well. They are generally well supported by teaching assistants.

Personal development and well-being

Grade: 2

Pupils and parents really appreciate the opportunities to develop a healthy lifestyle through the wide range of activities provided on the school field. Daily eating of fresh fruit and plenty of exercise participating in sporting events with other schools are all enjoyed by pupils. They show a good understanding of the need to be hygienic and wash hands regularly. Actions to take when there is a fire are well known and older pupils have their daily responsibilities related to safety. Pupils say playtimes are always safe and there is never any bullying because pupils get on well together and enjoy playing with their friends. Behaviour in lessons and around school is good. Pupils are well prepared for their future lives, and say 'We are treated as grown ups' and 'It is a privilege to be on the school council'. Pupils minute school council meetings and take democratic decisions to improve facilities in school. All this develops their self-confidence and skills to prepare them well for roles in later life. The spiritual, moral, social and cultural development of pupils is good. Good levels of respect for the needs of others and a willingness to express their views on moral issues are strong features. Pupils' enjoyment is reflected in their above average attendance, which has improved in the past year.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Pupils enjoy learning and are keen to share their experiences in class discussions. Features of outstanding teaching include clarity in explanations, the excellent use of new terms and vocabulary to help pupils learn and clear time limits for tasks. Precise learning objectives and reminders about these through the lesson also help to keep pupils fully attentive. ICT is used exceptionally well to promote independence in learning and as an aid to teaching. Pupils' learning thrives because of the good rapport between adults and pupils in all classes. In all classes, relationships and behaviour are good meaning that pupils thrive in the pleasant environment. Pupils present their work well and value the positive comments made on their work. Marking is diligent and pupils have writing targets to help them to understand what they need to do next. Teaching in the Foundation Stage is variable, depending on whether or not the Reception children are working with Year 1 pupils. The planned activities for this mixed age class do not always take enough account of the different curricular needs of the younger children who are over-directed in what they have to do.

Curriculum and other activities

Grade: 2

Pupils enjoy their good curriculum, especially the wide range of after-school activities and sporting events such as netball, athletics, tag rugby and competitions with other schools. The open air swimming pool, willow arches and play equipment add further enjoyment. A high priority is given to the basic skills, which is reflected in the Basic Skills awards over the past few years. Educational visits and residential trips for Year 6 pupils provide additional enhancement; for example, the trip to a nearby Roman fort provided a good stimulus for a Roman topic, resulting in some lively thank you letters written to a Roman centurion.

Environmental awareness is effectively fostered through the recycling facilities and composting arrangements provided for communal use. Although satisfactory, on occasions, the distinctiveness of the Foundation Stage curriculum is lost in the mixed age class resulting in limited opportunities for children to learn independently. The outdoor curriculum is limited by lack of resources.

Care, guidance and support

Grade: 2

The school is very caring and provides good support for all pupils. Relationships are strong. Links with parents and outside agencies to support pupils with learning difficulties and/or disabilities are robust and mean that these pupils get the support they need. Arrangements to ensure pupils are safeguarded meet requirements and all staff have attended recent training to update their knowledge of child protection procedures. The school takes every reasonable precaution to allay parental concerns. Attendance has improved as a result of daily home contacts and support for a small number of parents experiencing specific problems. Checks in preparation for trips to ensure the safety of pupils are completed efficiently. Assessment procedures to check year-by-year progress of pupils are in place: they are good for reading and writing but not yet in other areas of the curriculum.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has adopted an open and fair system to ensure staff are fully involved in planned changes and work well as a team. Close links with local schools provides an effective source of guidance to the headteacher. Rigorous self-evaluation and the recent introduction of an electronic system to analyse performance data help teachers to ensure that pupils achieve well. Action plans show the school is making good progress in tackling its priorities for improvement.

Systems to monitor the quality of the school's teaching and learning are robust. Attention to the inclusion of all pupils is good overall, although the system of working outside the classroom on occasions, with a small number of pupils with learning difficulties and/or disabilities means that at these times, they miss out on other classroom work. The school runs smoothly on a day-to-day basis. Parents are kept well informed through curriculum evenings and leaflets sent home and express great appreciation for the large area of outdoor space and the wildlife garden. Several governors are new, including the chair, and rely on the headteacher to keep them well informed. They are beginning to provide support and challenge to the headteacher and have a training programme in place.

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Annex A

Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall |
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Overall effectiveness

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| 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 | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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| 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 | 2 |

Personal development and well-being

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|---|---|
| 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 | 2 |
| 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

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|---|---|
| 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

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| 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 | 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 |

Text from letter to pupils explaining the findings of the inspection

Inspection of Huby Church of England Primary School, Huby, YO61 1HX

Thank you for giving me such a warm welcome when I visited your school recently. I enjoyed talking to some of you and hearing about all the things you enjoy in school. It was really good to hear that you all care for one another and get on well together. Your school is a good school that helps you all to learn well. Some things were particularly good and these are listed below.

- You work hard and achieve well in the tests you take before you leave school.
- You behave well in class and around school.
- Your teachers provide exciting ways for you to find out about life in the past. This was brilliantly retold in the letters some of you wrote to a 'centurion' after your visit to a Roman fort.
- You are lucky to have so much space to play on and to help you keep fit and healthy.
- Your headteacher and teachers work hard to make your school a good place to enjoy learning.

Everyone works hard in your school, but your headteacher has to work really hard because there is so much to do. You all have a spacious play area but the youngest children in school need to have a play area with equipment all the time and it is suggested that the outdoor provision for the Reception class children needs to be improved to provide this.

I hope you continue to work hard and enjoy school.