

Settrington All Saints' Church of England Voluntary Controlled Primary School

Inspection report

| | |
|--------------------------------|----------------------|
| Unique Reference Number | 121538 |
| Local Authority | North Yorkshire |
| Inspection number | 292152 |
| Inspection dates | 11–12 September 2007 |
| Reporting inspector | Bernard Jones |

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 | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 64 |
| Appropriate authority | The local authority |
| Headteacher | Mrs Catherine Hanch |
| Date of previous school inspection | 11 March 2002 |
| School address | Settrington Malton North Yorkshire YO17 8NP |
| Telephone number | 01944 768238 |
| Fax number | 01944 768238 |

| | |
|--------------------------|----------------------|
| Age group | 4-11 |
| Inspection dates | 11–12 September 2007 |
| Inspection number | 292152 |

© 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 one Additional Inspector.

Description of the school

This is a smaller than average village school that serves the community of Settrington and nearby villages. There are three mixed-age classes to cater for pupils aged 4 to 11 years. The school is currently subject to delayed building work which extends to a quarter of the school; this is disruptive and limits the outdoor play areas available and impacts on the running of the school. Almost all pupils come from White British backgrounds and there is a wide variety of social circumstances. A much larger than average proportion join or leave the school at different times through Years 1 to 6. The percentage of pupils entitled to free school meal varies, given the small numbers in each year, but overall the proportion is broadly average. The proportion of pupils with learning difficulties and/or disabilities also varies; currently the percentage is above average. Most children enter the Reception class with attainment levels that are broadly in line with expectations for their age. There have been significant changes in the staffing in the past two years, including a new headteacher.

The school has attained the Healthy Schools award.

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 school, giving satisfactory value for money. There are some clear strengths, resulting from areas of good provision. Pupils' personal and social development are good. This reflects the impact of the strong values taught and the very inclusive approach taken. The school values all pupils and aims to find and celebrate what each can do well. Another strength is seen in the care that each individual pupil receives and the way in which teaching meets the pastoral needs of pupils so that they enjoy school and their learning. Parents and pupils appreciate the

safe and happy environment in which pupils flourish and learn to take responsibility well. Pupils make informed choices about healthy lifestyles and by Year 6 are mature and ready to move on to secondary education. Behaviour is good and pupils show a positive and friendly approach to visitors.

Standards attained in the 2006 national tests were average and represented satisfactory achievement for all groups of pupils. Current standards in mathematics, English and science are broadly average and most pupils achieve satisfactorily. Previous underachievement in English has been acknowledged by the school and its causes have been identified. It is being tackled successfully, but standards in writing are not high enough throughout the school.

Leadership and management are satisfactory. There are some strengths, and the new headteacher is providing good leadership in establishing a clear vision for the school's development. The school's self-evaluation is mainly accurate. However, procedures to track pupils' progress are relatively new and have not yet made a significant impact on pupils' achievement. The successful action taken to raise standards in English and the positive response to the last report reflect satisfactory capacity to improve further.

The curriculum is good and is broadened by a good range of extra-curricular activities. As a result, pupils, including those with learning difficulties and/or disabilities, are interested in their lessons. Good links with local schools and the community further enrich the curriculum. Parents and pupils relate how teachers are committed and approachable. The high numbers of pupils joining the school during the course of the year are integrated well and settle in quickly.

The quality of teaching is satisfactory overall. There are some good aspects to teaching and, importantly, pupils enjoy their learning and develop positive attitudes very early in their school life. Teachers' planning is satisfactory. Checks on the quality of teaching and learning take place. However, these are not yet having enough impact on raising the overall quality from satisfactory to good because there is not enough emphasis placed on judging how well pupils make progress. Teachers make satisfactory use of assessment to record pupils' attainment, but analysis of this data is not used rigorously to set challenging targets or to guide pupils to achieve the best they can.

Effectiveness of the Foundation Stage

Grade: 3

The quality of provision in the Reception class is satisfactory. Children experience a happy and inclusive learning environment which meets well the school's aim to promote a rich variety of opportunities for all pupils. Structured and purposeful play, sound planning and the careful use of assessment are all used to ensure children's satisfactory progress during their Reception year. Children share much of their day with older pupils in Years 1 and 2 and this brings benefits

particularly to their personal, social and emotional development. As a result, their behaviour is good and they learn effectively how to get on well with other children. Those with learning difficulties and/or disabilities make sound progress because their individual needs are supported well by experienced teaching assistants and outside agencies. Children enter Reception with a variety of Nursery or other pre-school experiences, but they have levels of knowledge, skills and understanding broadly typical of their age. By the time they enter Year 1, children's levels of attainment are in line with national expectations for their age, reflecting satisfactory achievement.

What the school should do to improve further

- Improve pupils' writing throughout the school.
- When monitoring teaching and learning, focus clearly on the progress pupils make, and ensure that all pupils are challenged appropriately.
- Use assessment information more effectively to chart pupils' progress, and set targets for improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

When children start Year 1, their skills are broadly average. Standards in the Year 6 national tests in 2006 were broadly average, but pupils' achievement in English dipped from previous years. Results overall reflected satisfactory progress. Current standards are broadly average and reflect satisfactory achievement for pupils throughout the school. All groups, including the significant minority who join the school at a later time than normal, achieve satisfactorily. The school has successfully improved standards in English as a result of identifying areas of underachievement and taking positive action. However, standards in writing remain relatively weak throughout the school and this is an area that requires further improvement.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy coming to school and are proud of their school.

They and their parents believe the very helpful and understanding teachers, the good friendships they make and the responsibilities they are given are the major reasons for this feeling of pride. In lessons, behaviour is invariably good and this has a positive impact in producing a good working atmosphere. Usually, when there is noise, it is working noise as pairs and groups co-operate with enthusiasm to work at a problem. The mixed-age classes do not present a barrier to this process: rather, older pupils readily work with younger ones. Similarly, outside lesson times, pupils get on well together. Attendance levels are broadly average; authorised absence is average and there is no unauthorised absence. Pupils are very polite, courteous and welcoming to visitors. They quickly grow in confidence and older pupils are mature and feel well prepared to progress to the next stage in education. This is because there is an appropriate emphasis on teaching basic skills to equip them for the next stage. Their preparation for life in a multicultural world benefits from the work done in religious education as well as features

such as a multicultural week, which focuses on the ways of life of others in the wider community. The active school council gives pupils good experience of working together for the benefit of the school community. Older pupils act as buddies to younger ones, and the significant number of pupils who join the school later than the normal time are very well supported; this helps them to settle in well. Pupils understand well how to keep safe and healthy. They learn, for instance, about the importance of road safety, of having a balanced diet and of taking regular exercise. Parents comment that they greatly value the school's work in creating well rounded young people.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. The impact on the progress pupils make is satisfactory for all groups, including those with learning difficulties and/or disabilities. However, there are instances where some of the more able pupils are not challenged appropriately and where the pace of their learning is too slow. Where this occurs it is because they are given the same tasks as others and expected just to do more of the same. Some teaching is good. Aspects that distinguish the good teaching from the satisfactory include the pace that is set for pupils' learning and the expectation of what they can achieve. Teachers' questioning is often used to good effect to make pupils think hard and work out problems for themselves. However, opportunities are missed to develop pupils' speaking and listening skills. Pupils' behaviour is managed well. This results in pupils coming to class with positive attitudes, ready and willing to learn. Invariably, pupils co-operate well and share ideas because teachers emphasise the benefits to learning that come with sharing ideas and taking responsibility for their own learning. Teachers trust pupils and the atmosphere in classrooms reflects mutual respect among pupils and all staff. Teaching assistants make a good contribution by taking a full part in teaching groups and individuals. Assessment is used satisfactorily to inform teachers' planning. Teachers mark pupils' work consistently and encourage them by acknowledging their good efforts. In the best practice, comments focus well on how pupils may improve their work. Homework is not used systematically, but is made available when requested by parents and is used to consolidate basic literacy and numeracy skills.

Curriculum and other activities

Grade: 2

The good curriculum throughout the school meets well the needs of learners. Curricular plans generally give good guidance to teachers about what to teach and how to integrate basic skills across subjects. The 'themes and schemes' approach to planning ensures breadth and balance to pupils' studies as well as ensuring that work builds and consolidates skills acquired through the various subjects. Teachers plan together to ensure that all pupils in the mixed-age classes are taught an appropriate curriculum. The curriculum is enriched by educational visits and visitors. Additional activities, for example in sport after school and the teaching of French, add further breadth to the curriculum and are appreciated by pupils and parents alike. The programme of personal, social, health and citizenship education contributes well to pupils' health and well-being. The school's Healthy Schools award acknowledges its work in teaching pupils to maintain a healthy lifestyle.

Care, guidance and support

Grade: 3

All groups of pupils, including those with learning difficulties and/or disabilities, and the high proportion of those who join school at a later time than usual, receive good pastoral care and satisfactory academic guidance. The use of information about pupils' attainment has been developed over the past year, but currently lacks the precision required to check and chart accurately the progress pupils make. Pupils experiencing personal difficulties are very well supported, not only by adults, but also by their classmates. Parents and pupils find staff approachable and understanding. The views of parents and pupils are sought, valued and taken into account. Arrangements for health and safety, including safeguarding and protecting pupils, are in place. Pupils say that they feel safe and very well cared for.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Governors fulfil their responsibilities satisfactorily, and together with the headteacher, make a good contribution to establishing a clear vision for the school. There are other good features. For example, the new headteacher has brought a clarity of purpose, where raising standards and improving achievement are first priorities. Parents are strongly supportive of the headteacher and her colleagues and express appreciation for the loyalty and hard work of the staff. The vast majority of parents are very happy with the quality of the school's provision. There are good partnerships with other schools and outside agencies to support its work. For example, links with local churches add support to pupils' spiritual, moral, social and cultural development. Self-evaluation is mainly accurate, but lacks rigour in some areas. For example, senior leaders do not give enough emphasis to the progress pupils make when they monitor and evaluate teaching. Targets for improvement at all levels lack the precision and challenge that come from using assessment effectively and charting accurately the progress pupils make.

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? | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The effectiveness of the Foundation Stage | 3 |
| The capacity to make any necessary improvements | 3 |

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 extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 2 |
| The attendance of learners | 3 |
| The behaviour of learners | 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? | 2 |
| 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 | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| 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 | 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

Inspection of Settrington All Saints' Church of England Primary School, Malton YO17 8NP

Thank you all for being so helpful and friendly to me when I visited your school, which I found to be a satisfactory school. I enjoyed sitting in with you during your lessons, seeing your work and talking to you. Please thank your parents and carers for all their letters, and for talking to me.

These are the things that are good about your school.

- Your good behaviour and the fact that you say that you enjoy coming to school and like your teachers.
- The way that older pupils care for those who are younger, both in the classroom and in the playground.
- Your willingness to take responsibility, such as through your school council.
- How well the school helps you to develop into mature young people with strong moral values.
- The way teachers take good care of you and teach you to be safe and healthy so that you enjoy coming to school.
- The way you consider other people and raise funds and care for disadvantaged people.

To make things even better, I have asked your headteacher and teachers to help you bring about improvements by:

- improving your writing skills
- looking to see if you are all learning as well as you can during lessons
- checking your progress carefully so that your targets are accurate and challenge you to do the best you can.