



Killinghall Church of England Primary School

Inspection Report

Unique Reference Number 121569
Local Authority North Yorkshire
Inspection number 292162
Inspection dates 11–12 December 2006
Reporting inspector Ralph Higgs

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

Type of school	Primary	School address	Otley Road
School category	Voluntary controlled		Killinghall, Harrogate
Age range of pupils	4–11		North Yorkshire HG3 2DW
Gender of pupils	Mixed	Telephone number	01423 506307
Number on roll (school)	105	Fax number	01423 506307
Appropriate authority	The governing body	Chair	Mr Mark Garland
		Headteacher	Mrs Shona Watson
Date of previous school inspection	15 October 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small village school which also draws pupils from the surrounding area and from parts of Harrogate. It is popular with parents and it is always fully subscribed. Pupils come from a variety of family circumstances but more than usual come from advantaged homes. This is shown by the very small number eligible for free school meals. Almost all pupils are of White British heritage. The number of pupils with learning difficulties and/or disabilities is rising but remains below average. The school has a national Healthy Schools Award and holds Investor in People status. It is recognised by the local authority for its good provision for pupils with learning difficulties and/or disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This school provides a satisfactory education with several good features. Pupils' academic achievement is satisfactory. However, their personal development is good. Pupils develop into confident young citizens who work and play together well. This is because the very good levels of care and support positively promote these personal qualities.

Children enter Reception with broadly average attainment. They make satisfactory progress to mostly reach the standards expected for their age by the time they enter Year 1. This satisfactory rate of progress is maintained in Key Stages 1 and 2 by all groups of pupils. Achievement is not better than this because the pace and challenge of lessons across the school is uneven. Consequently, standards are average at the end of each key stage.

The school is very popular with parents. Typical comments include, 'My daughter really enjoys school'; and, 'It's great the way the children are encouraged to look out for each other.' Pupils clearly reflect these views in their good attendance and the way that they show care for others. They are keen to participate in all that the school offers and readily take to fresh challenges. This was shown by their uninhibited involvement in a 'French' assembly. Pupils also have a good understanding of how to lead active, healthy lifestyles. They play energetically and safely, and move around the school site sensibly.

Pupils enjoy their lessons and work hard. However, some activities do not stretch them sufficiently, particularly the more able. Pupils explain that they sometimes repeat work that they have already done and that some work is too easy. There are also inconsistencies in the way that teachers use class targets to check learning. Pupils say that it is not helpful simply to be told to, 'use your targets please'. Marking rarely gives pupils clear pointers on how to improve their work. The school has not fully ironed out inaccuracies in the formal assessments of pupils' work. This reduces the effectiveness of future planning. Hence, the curriculum is satisfactory overall despite having a number of good features. Provision in the Foundation Stage is also satisfactory. This is because some aspects, such as outdoor play, are restricted in their scope and effectiveness.

Leadership and management are satisfactory. The headteacher has steered the school soundly since the last inspection and improvement has been satisfactory. The governing body is experienced and its effectiveness is satisfactory and improving. This shows that the school has a satisfactory capacity to improve further. Self-evaluation is satisfactory, but is left too much to the headteacher because subject leadership is inconsistent. Recent training has improved subject leaders' skills, however, and some useful action plans have been written. Nevertheless, subject leaders' involvement in evaluating provision and in ensuring that action is effective in raising standards and improving achievement is not firmly established.

What the school should do to improve further

- Improve the quality of teaching across the school, providing all pupils with consistently challenging work so that they achieve well.
- Improve pupils' knowledge and understanding about what they need to do to improve their work.
- Increase the effectiveness of subject leaders so that their impact on improving pupils' standards and achievement can be clearly demonstrated.

Achievement and standards

Grade: 3

Achievement is satisfactory overall from entry to the end of Key Stage 2.

Children settle into school quickly due to the good support they receive in Reception from the staff team. Clear routines and positive relationships help them to grow in confidence and make satisfactory progress. However, elements of provision are not sharply focused. For example, some play activities are not purposeful enough to promote good learning. Staff are also uncertain about the accuracy of the assessments of some areas of learning. This reduces the effectiveness of planning for the next stage of learning and hampers progress.

The results of national tests and assessments at the end of Years 2 and 6 vary from year to year due to the differing abilities of individual year groups. Although pupils' achievement is satisfactory, they are not reaching their full potential because the work they are given to do is not consistently challenging, and they are not given clear enough guidance on how to improve.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They have a good community spirit. For example, playground buddies are quick to help other children to be happy and safe at playtimes. Pupils also contribute freely to the well-being of others by fundraising for good causes. They attend school regularly and their behaviour is good. Attitudes to learning are largely positive but some pupils' concentration quickly lapses if lessons do not sustain their interest.

The school council provides an effective forum for Year 6 pupils to have a say in the running of their school. They carry out their role conscientiously, including listening to what younger pupils have to say. They have made valuable suggestions for improvement. For example, they helped to design a quiet area for the playground and made suggestions for fun activities for after school and social events. Pupils are generally well prepared for their future economic well-being. However, this is limited by their satisfactory rather than good progress in key areas such as literacy and numeracy.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory but uneven across the school. There is some good teaching, which leads to good progress. However, there are also inconsistencies in approach. Strengths in the teaching include the planning of activities to suit all ability levels. This is especially important in Key Stages 1 and 2, as all classes consist of two age groups. In particular, the needs of pupils with learning difficulties and/or disabilities are clearly identified. This allows teaching assistants to provide appropriate support for these pupils. Teachers use information and communication technology (ICT) well to help make learning easier and more interesting.

However, tasks are not always matched well to pupils' needs. Sometimes, tasks are insufficiently demanding and so pupils do not work to their full capability. Occasionally, lessons have overlong introductions and a slow pace, which restrict learning. The school has been trying to improve the feedback to pupils about their progress. However, pupils are often uncertain about the levels they are working towards and what they need to do to reach a higher standard.

Curriculum and other activities

Grade: 3

The curriculum takes satisfactory account of all pupils' needs and meets national requirements. Good provision for personal development lies at the heart of the school's effectiveness in this area. Activity weeks, which focus on topics such as healthy living, also make an important contribution to learning. The use of ICT extends learning in most subjects. Good liaison with other schools has brought added benefits, such as the introduction of French into Key Stage 2. A good range of visits and visitors enriches pupils' experience. Pupils have a good choice of clubs and sports outside of normal lessons.

The school is attempting to improve other aspects of the curriculum but with mixed results. Extension activities have been introduced for the most able but are used infrequently. There are some good examples of teachers making links between subjects to help make learning more meaningful but this is not widespread. For example, a topic in the Year 5/6 class effectively linked the teaching of note-making skills with history. The transition from the Foundation Stage curriculum to Key Stage 1 is improving. However, the school is aware that these links could be more systematically planned to promote better progress for pupils.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. This is better than the cautious view that the school has of its provision. Pupils receive high quality care and support from a

caring staff team. They receive good, sensitive guidance if they encounter personal difficulties. For example, pupils say that there is always an adult to turn to if they need help. However, the guidance they receive on how to improve their work is satisfactory, due mainly to inconsistencies in practice across the school.

Child protection and safeguarding systems are fully in place. There are rigorous procedures to ensure that pupils are safe in school and when they go on visits. The support provided when children start school and when they move on to secondary education is good. For example, the school has engaged a counselling service to help pupils overcome anxieties. Effective processes ensure that pupils with learning difficulties and/or disabilities are given the support they need. The school uses outside agencies well when specialist help is needed. Also, considerable efforts are made to involve parents in their children's learning. For example, family learning courses are well received and help parents understand how to support their children effectively.

Leadership and management

Grade: 3

Although this is satisfactory overall, there are some strengths evident in the commitment staff show to the success of the school and in the strong links forged with the local community. The headteacher also has a good working relationship with the governing body. Together, they have established a largely accurate understanding of the school's strengths and weaknesses. This is partly due to the better first-hand information that governors have since attaching individual governors to specific areas of the school's work. Data is also beginning to be used effectively to evaluate performance. In addition, the views of pupils and parents have been canvassed to inform decisions about development needs. Consequently, the school improvement plan is a useful document, as it has a clear focus on raising standards and overcoming weaknesses.

The role of the subject leaders is not sufficiently well developed. As a result of recent training, there are good action plans for improving standards. However, the impact of these plans is yet to be realised in more regular and detailed monitoring and evaluation of teaching and learning. This is needed primarily in English, mathematics and science to identify accurately where improvements can be made to ensure pupils' consistent good progress.

Good links with external agencies and wider school networks have been established. These are used beneficially by this small school to extend pupils' learning opportunities. The school currently provides satisfactory value for money.

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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	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	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?	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.

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

Text from letter to pupils explaining the findings of the inspection

Thank you for the warm welcome you gave me when I recently visited your school. I enjoyed our discussions, which were very helpful. I really enjoyed the 'French' assembly. These are the main things I found out.

- You work hard in lessons and mostly reach the targets your teachers set you.
- The school helps you well to grow up to be mature young people.
- You are friendly and helpful to each other and to adults.
- You attend school regularly because you enjoy what it provides.
- You know how to keep healthy and stay fit.
- You behave safely around school.
- The staff really care for you and are quick to provide you with support if you need it.
- The headteacher and governors are working hard to make improvements to your education.

Your headteacher and staff will be trying to help you more by:

- finding ways to make teaching and learning good in all lessons, and setting you higher challenges so that you can do as well as you can
- ensuring that you understand your targets better so you know how to reach the next level in your work
- looking more closely at how well you are doing in your subjects and making improvements to them, so you learn well.