

Bacon Garth Primary School

Inspection report

Unique Reference Number	117875
Local Authority	East Riding of Yorkshire
Inspection number	312734
Inspection date	25 June 2008
Reporting inspector	Kathryn Dodd

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	3-11
Gender of pupils	Mixed
Number on roll	
School	218
Appropriate authority	The governing body
Chair	Mr Tony Briggs
Headteacher	Mr Dave Clark
Date of previous school inspection	1 January 2005
School address	The Garth Cottingham East Riding of Yorkshire HU16 5BP
Telephone number	01482 849521
Fax number	01482 846777

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the standards that pupils reach by the end of Years 2 and 6 in English, the rate of progress pupils make from their different starting points, particularly in the Foundation Stage (Nursery and Reception classes) and in Years 1 and 2, the quality of the provision in Years 1 and 2, and the capacity for the school to continue to improve further. Evidence was gathered from the school's self-evaluation, nationally and locally published assessment data, the school's records of pupils' progress, observations of lessons, playtime and the school's plans for further improvement. Discussions with staff, pupils and governors were held, and questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Almost all the pupils at this average sized school are from White British backgrounds. In recent years, the number of pupils on roll has been increasing and pupils are now taught in single-age classes. The proportion of pupils entitled to free school meals is above average. Although the proportion of pupils with learning difficulties and/or disabilities is broadly average, the proportion with a statement of special educational need is much higher than average. The Nursery serves the catchment areas of several schools and only about one third of the children transfer to Bacon Garth's Reception class. Purpose-built accommodation for the Nursery and Reception classes has recently been opened. The school holds a number of awards including the Healthy Schools, Activemark, Inclusion and Football Association Charter Standard Awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school has an accurate view of its own effectiveness and provides good value for money. Many aspects are outstanding, such as the quality of education provided in the Foundation Stage, the way in which pupils are cared for and nurtured and the outstanding leadership of the headteacher. Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Relationships between staff and pupils are extremely positive. Other strong elements include the exciting range of extra-curricular activities that enable pupils to develop a real joy in learning. Pupils behave extremely well, show commendable attitudes to learning and speak very knowledgeably about how to keep safe and healthy. Pupils are very keen to contribute positively towards their school, the local community and the wider world. These remarkable personal qualities provide an encouraging platform upon which to develop their academic achievement even further and prepare them to become mature and confident young adults. The school enjoys a very good reputation in the locality. Parents express their overwhelming support. They are very confident that their children receive a good quality education. Many comment on how this reflects the exceptional leadership of the headteacher, as well as the total commitment and dedication of everyone to their children's welfare and achievements.

As a result of good quality of teaching and learning and a good curriculum, pupils between Years 3 and 6 make good progress. Standards at the end of Year 6 are above average and, in recent years, have been rising. Between Years 3 and 6, high expectations, work that is well matched to pupils' varying learning needs, very effective questioning that keeps pupils on their toes, and the setting and sharing of challenging learning targets with the pupils, all make a strong contribution to their good progress. This is most evident in Year 6 where teaching is often outstanding. In Years 1 and 2, these characteristics are not seen as consistently. As a result, learning moves forward at a sound, rather than swift rate. Progress for the more able pupils in particular, is sometimes too slow.

Standards by Year 6 are above average overall, although they are much higher in mathematics and science than they are in English, and in particular writing. This is why there have been many recent adaptations to the curriculum. These changes are already starting to pay dividends, so that progress is accelerating, particularly in reading and between Years 3 and 6. Even so, school data suggest that current standards remain lower in English overall. Progress in writing sometimes continues to be hampered by both a lack of opportunities for practising writing as part of work in other subjects and by the frequent use of uninspiring worksheets in Years 1 and 2.

Pupils with learning difficulties and/or disabilities make outstanding progress. This is because of a particularly good range of support programmes and very successful partnerships between staff, parents and external support agencies. Many caring and sensitive support staff work together effectively to provide very strong support. Procedures for safeguarding pupils are in place and pupils are very confident that, if they have any concerns, there is always someone on hand to help.

Pupils' good overall academic achievement and their outstanding personal development are the result of good quality of leadership, management and governance. The headteacher's infectious enthusiasm for ensuring that pupils can achieve their best in a particularly safe, warm and enriching setting is highly evident. The professionalism, commitment and dedication of

staff make a strong contribution to the school's success. It is clear that this good school has a strong determination to be even better. This is why no stone is left unturned when it comes to identifying what else might be done to raise achievement further. Procedures for monitoring and evaluating information about the school's performance and about the quality of provision are particularly rigorous. This, along with regular consultation with staff, parents, pupils and governors, and the very watchful eye kept on pupils' achievement, give a very accurate steer.

Although an all-embracing agenda for improvement has been identified, everyone remains clearly focused on the key priorities, such as raising standards in English and accelerating progress in Years 1 and 2. The school has made good improvement since the previous inspection, particularly raising the standards reached at the end of Year 6 and the quality of the accommodation and learning environment. There is a good capacity to continue to improve further.

Effectiveness of the Foundation Stage

Grade: 1

When children start in the Nursery, their skills are below what is typical for their age. The skills for a minority of children are sometimes well below expected levels, particularly those who transfer to this school's Reception class. Exceedingly warm and caring relationships between adults and children, along with the particularly bright, lively and well resourced learning environment, ensure that children quickly develop a real hunger for learning, and settle into school routines without difficulty. Through themed work, such as 'the seaside', clever links between activities across the various areas of learning are established. This helps to fire children's imaginations and curiosity. The teacher and support staff work together very closely to find out how well children are progressing. They use their on-going records particularly well to make sure that the activities and teachers' questioning help children to build securely on what they can already do. Adults make the most of every opportunity to help children to learn to get along well together, talk about their learning, to grow in confidence and to behave really well. The Foundation Stage leader makes a major contribution to improving provision, which has strengthened since the previous inspection. The combined efforts of staff at all levels have facilitated a particularly smooth transition into the new accommodation. By the time children start Year 1, they have made outstanding progress and most have reached the goals set nationally for their learning.

What the school should do to improve further

- Strengthen the quality of teaching and learning and the curriculum in Years 1 and 2, to help accelerate pupils' progress, particularly for the more able.
- Provide increased opportunities for pupils to practise their writing skills in other subjects, so that standards in English, particularly in writing, improve further.

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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?	2
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

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	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
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

Text from letter to pupils explaining the findings of the inspection

26 June 2008

Dear Pupils

Inspection of Bacon Garth Primary School, East Riding of Yorkshire,
HU16 5BP

Thank you so much for the extremely warm welcome you gave me when I inspected your school. I thoroughly enjoyed my time with you and you helped me to see why you enjoy school so very much. You were all really keen to talk to me and answered my questions very considerately and respectfully. It was good to hear that you are so clear about sensible ways to behave. The simple rules that you have all been involved in deciding are helping to set really high standards of behaviour. All the adults care a great deal about everyone, but you are also so very kind and caring towards one another. The older pupils set a wonderful example for the younger ones. It really is no wonder that you told me you feel so very safe and happy in school. You also get lots of chances to learn by taking part in exciting activities, both in and beyond school. I was particularly impressed with the maturity of Year 6 pupils during the debate about environmental issues. This also helped me to realise just how knowledgeable you are about how you can help make the world a better place to live.

Your parents told me how pleased they are that you attend Bacon Garth Primary. This is because your school is a good school. The standards that you reach at the end of Year 6 are higher than in many other schools, particularly in mathematics and science. These high standards and your excellent attitudes to learning are the reasons why you are well placed to succeed at secondary school. There are, however, some things that could be even better. This is why I have asked the school to make sure that:

- all teachers give you work that makes you think hard, so that you all learn as quickly as you can, especially in Years 1 and 2
- you have more chances to practise writing as part of your work in other subjects, so that do you as well in English as you do in mathematics and in science.

You can help by making sure that you always tell an adult if the work you are given is too easy. Of course you should always continue to try your best at everything.

My very best wishes to you all for a successful future.

Kathryn Dodd

Lead inspector